

GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): Avondale Education AssociationLegal Mailing Address: P. O. Box 117City: Avondale Estates County: DeKalb State: GA Zip: 30002Federal Employer I.D. #: 57-1212862 DUNS #: 024480578Congressional District #: 004Executive Officer Name: Aspen Kron Title: Board ChairStreet Address: P.O. Box 117 City: Avondale Estates State: GA Zip: 30002Telephone: 770-330-2593 FAX: 404-292-1958 Email: aspen.kron@themuseumschool.org

SECTION 2: PARTNERSHIP LEAD CONTACT

Contact Name: Katherine Kelbaugh Title: Principal, The Museum SchoolStreet Address: P.O. Box 117City: Avondale Estates State: GA Zip: 30002Telephone: 404-292-9760 FAX: 404-292-1958 Email: Katherine.kelbaugh@themuseumschool.org

SECTION 3: FISCAL CONTACT

Contact Name: Tish Craig Title: Business ManagerStreet Address: P.O. Box 117City: Avondale Estates State: GA Zip: 30002Telephone: 404-292-9760 FAX: 404-292-1958 Email: tish.craig@themuseumschool.org

SECTION 4: PROJECT INFORMATION

Project Name: Museum in a BoxPartner Names: The Museum School of Avondale Estates, Zoo Atlanta, ArtsNow, the Atlanta History Center, Fernbank Museum of Natural History, Georgia Aquarium, and Georgia Tech's CEISMCPriorit(ies) Addressed: 1Grant Amount Requested: \$100,000 annually

SECTION 5: PARTICIPANT DATA:

Approximate number of students served: potentially 1,500 (year 1); up to 48,022 (year 2)

Population of focus (i.e. age, gender, race): Elementary school students

SECTION 6: SERVICE DELIVERY AREA

Primary county or counties to be served: DeKalb in year 1

List other counties to be served (if any): Project expands in year 2 to serve additional DeKalb schools
with the potential to serve the state in later years

Congressional District(s) to be served: GA-all

SECTION 7: PROGRAM ACTIVITIES

Develop curriculum and contents around central learning units that will be completely contained within a trunk-sized box – a Museum Box – that teachers can use to implement project-based, real world learning.

Pilot Museum Boxes at The Museum School, then offer them to surrounding schools before disseminating throughout metro Atlanta and beyond.

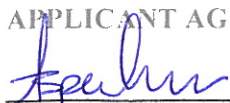
SECTION 8: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO ☒ YES ☐ If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO ☒ YES ☐ If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

 Board chair 7.9.12
Signature and Title Date



**Georgia Race to the Top Innovation Fund
Round 3**

**“Museum in a Box”
Enterprise Grant Proposal
Submitted by
The Museum School of Avondale Estates
July 2012**

Contact:

Principal Katherine Kelbaugh

404.292.9760

Katherine.kelbaugh@themuseumschool.org

Table of Contents

Section	Page
Application Face Sheet	Cover
Proposal Narrative	2
• Executive Summary	2
• Section I: Partnership Overview	3
• Section II: Need for Project	6
• Section III: Quality of Project Design	8
• Section IV: Quality of Project Evaluation	16
• Section V: Quality of Project Management Plan	20
• Section VI: Quality of Sustainability/Scalability Plan	23
Budget and Budget Narrative / Justification	24
Attachments	32
• Financial Statements with Independent Auditor's Report – June 30, 2011 and 2010	33
• Memorandum of Understanding (A2) (7 MOUs: The Museum School and six partners)	34
• Assurances and Certifications (A3-A7)	35
• Letters of Support (12)	36
• 2010-2011 Third and Fourth Grade CRCT Data (Local Schools/DeKalb)	37
• Museum Box Example	38
• The Museum School Fact Sheet	39
• Resume – Elizabeth (Beth) Woodward	40

Executive Summary

The Museum School of Avondale Estates (TMS) is the fiscal agent for the “Museum in a Box” project, a proposed Enterprise grant project focused on Priority 1 to develop traveling “Museum Boxes” in partnership with six museum and community partner organizations: Georgia Tech’s Center for Education Integrating Science, Mathematics, and Computing (CEISMC), the Atlanta History Center, Zoo Atlanta, ArtsNow, Fernbank Museum of Natural History, and the Georgia Aquarium.

Across the nation, budget cuts are leading to the elimination of field trips in public schools. Some students only have one trip a year, if any. Georgia students are feeling the impact as well. DeKalb County Schools recently proposed in its FY 2013 budget a \$1,600,000 reduction in transportation, which specifically reduces activity and field trip funds. As a result, students have very limited exposure to real-world, hands-on learning, which are research-proven strategies for improving student achievement and creating life-long learners.

This project seeks to address both limited field trip resources and the lack of project-based learning in traditional public schools in Georgia by sharing the museum school concept in a way that will be easy for teachers inside and outside TMS to implement for their students. Educational consultants from each partner organization will collaborate with TMS teachers to develop curriculum and contents around central learning units that will be completely contained within trunk-size boxes that teachers can use to implement project-based, real world learning. Partners and TMS staff will stock these Museum Boxes with artifacts, resources, lessons, and activities that are hands-on, engaging, and relevant. CEISMC will be a leading partner in assisting TMS to develop Museum Boxes designed to improve performance in science, technology, engineering, and mathematics (STEM). All units will align with Georgia Performance Standards (GPS) in science and social studies and Common Core Georgia Performance Standards (CCGPS) in English language arts and mathematics.

Subsequently, TMS will share these resources that are standards-based, engaging, and embedded with proven instructional strategies with other DeKalb County teachers. The instructional plans included in the Museum Boxes will guide teachers through lessons that incorporate meaningful materials, plans for differentiation, ideas for projects, and examples of data collection. In addition, TMS will offer face-to-face orientations with teachers to ensure their understanding of how to use the Museum Box and teaching style for successful student outcomes.

For Year 1, the project will serve 264 K-5 students at TMS and potentially more than 1,500 K-5 students at DeKalb County elementary schools, including Avondale, Midway, Knollwood, and International Community School. These central DeKalb schools represent a diverse set of neighborhoods. The Evaluation Division of CEISMC will evaluate the project each year so lessons learned may be incorporated for Year 2 and beyond. For Year 2, the project will potentially impact all of DeKalb

County's 84 elementary schools and 48,022 students. Through the dissemination and integration of this innovative way of teaching students, this project has the potential to improve student engagement and achievement in a substantial and important way, beginning with a district that has historically shown low student achievement. In future years, the project could serve students throughout metro Atlanta, including urban, rural, and suburban schools and potentially the entire state of Georgia.

I. Partnership Overview

The only school of its kind in Georgia, The Museum School (TMS) opened in August 2010 to an inaugural group of 140 students in grades K-3. In August 2011, it expanded to serve 200 students in grades K-4. The school will add one grade level each year through the eighth grade and anticipates serving 516 students by the 2016-2017 academic year. The mission of TMS is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. The museum school concept is a proven model founded on research about how children learn best: through personal exploration and hands-on experiences that foster exploration. TMS has established formal partnerships with recognized learning and cultural institutions such as the Atlanta Botanical Garden, Atlanta History Center, Fernbank Museum of Natural History, the Michael C. Carlos Museum at Emory University, Zoo Atlanta and others to inform a curriculum integrated with a robust program of expeditions outside of the school. Results from the Measures of Academic Progress (MAP) test show TMS students in every grade learning at a faster rate than the nationwide average. TMS's academic results demonstrate that museum learning leads to a deeper understanding of material and higher student achievement. Museum and other community partnerships, particularly linked to science and social studies curricula, are key to students' success.

TMS has brought together six strong curricular partners with a solid history of strong educational programming for the "Museum in a Box" project. In fact, all six partners have staff trained on GPS and each organization correlates its exhibits and programs to GPS.

The collective mission of the "Museum in a Box" partnership is to share the museum school model with Georgia public schools, and its vision is that every K-8 student in Georgia will have exposure to a real-world, hands-on learning model. Following are profiles for each of the entities involved in the project, and a Memorandum of Understanding from each partner is attached.

- The **Atlanta History Center** (AHC) is one of the South's premier resources for interdisciplinary and interactive education. The center offers signature school tours and traveling exhibitions, interactive programming, and curriculum resources designed to highlight major themes in Georgia studies and U.S. history. While interacting with AHC programs and materials, students have the opportunity to explore the many diverse stories about the past while participating in hands-on study for all grade levels. The AHC has extensive experience in creating learning trunks that are similar, on a smaller

scale, to what this project aims to produce. After receiving grant funds through The Goizueta Foundation, the AHC created 10 trunks designed to assist teachers in highlighting various chapters in our nation's history. Each trunk includes a teacher's guide and a selection of hands-on materials. While the "Museum in a Box" project is designed to take the AHC model to a higher level by expanding the scope of the physical elements provided and by developing a comprehensive teacher's resource with supporting hands-on instruction, the AHC will be a valuable consultant in creating boxes that represent Social Studies Standards.

- **Zoo Atlanta** strives to inspire the citizens of Atlanta and Georgia, and all visitors to the Zoo, to value wildlife on Earth and to help safeguard existing species through conservation in part by providing an informative, educational, and engaging experience. Educators rely on Zoo Atlanta for high quality programming, staff development and useful classroom resources. Zoo Atlanta's input and guidance will be very useful as boxes relevant to the Sciences are built.
- The **Center for Education Integrating Science, Mathematics, and Computing (CEISMC)** unites the Georgia Institute of Technology with educational groups, schools, corporations, and opinion leaders throughout the state of Georgia. CEISMC's goal is to ensure that K-12 students in Georgia receive the best possible preparation in science, technology, engineering, and mathematics (STEM) as they seek their place in the modern world. In addition, CEISMC is dedicated to the enhancement of STEM education in the schools. CEISMC advocates and participates in efforts for systemic changes that lead to improved appreciation and performance in STEM for all students at the level of K-12, especially those under-represented in STEM education, and to disseminate best practices to districts and through scholarly works. CEISMC has extensive experience working with school districts and charter schools in preparing young learners in the areas of science, technology, engineering, and mathematics. CEISMC will be a leading partner in assisting TMS in developing boxes designed to improve performance in STEM.
- **Fernbank Museum of Natural History's** mission is to inspire life-long learning of natural history through immersive programming and unmatched experiences to encourage a greater appreciation of our planet and its inhabitants. Fernbank Museum, home of one-of-a-kind exhibitions, is where science and the natural world come to life. The museum's interdisciplinary journeys are related to K-12 standards and provide students with a hands-on, minds-on experience. In the area of natural history specifically, Fernbank staff members will be a critical resource in creating boxes that are accurate, relevant, and meaningful. Fernbank's guidance will be even more meaningful as the museum has previously collaborated on similar grant proposals with Zoo Atlanta and others. Both Fernbank and Zoo Atlanta have seats on the Department of Education's Science Advisory committee and are part of the Next Generation of Science Standards feedback team.

- **ArtsNow** is a non-profit organization that seeks to improve education through the arts. Research shows that carefully structured arts-based pedagogy promotes collaboration, creative and critical thinking, and the ability to apply principles across different disciplines. ArtsNow builds the confidence and skills of educators through professional development and resources to encourage integration of the arts across all grades and content areas. Through authentic arts integration, students excel academically, socially, and artistically by demonstrating deeper engagement in subject matter, enhanced social awareness, and improved retention of content. Building from their interdisciplinary, interactive curriculum guides, TMS expects to work closely with ArtsNow in enriching the boxes through cross-curricular art integration.
- The **Georgia Aquarium**'s mission is to provide an entertaining, engaging, and educational experience inspiring stewardship in conservation, research, and the appreciation for the animal world. The Aquarium achieves this by creating engaging exhibits, developing hands-on programming, and conducting research. During the 2011- 2012 school year, the education department provided K-12 and professional development programming to over 120,000 students and 266 teachers respectively. The staff that supports this programming has an average of 11 years of experience and has been formally trained in biology, education, environmental education, and environmental science. Currently, two staff members sit on the Department of Education's Science Advisory committee and are part of the Next Generation of Science Standards feedback team. Based on their experience in developing and implementing curriculum for school groups, professional development workshops, and camps, the Georgia Aquarium has the knowledge, skills, and the creativity TMS seeks in this project.

Relevant Experience

TMS will be the lead partner in the "Museum in a Box" project, an Enterprise grant project focused on Priority 1. The school has an exemplary record for implementing large, complex, and rapidly growing projects successfully, beginning with the opening of the school itself in a short timeframe. Having received approval of our charter in mid-December 2009, TMS operations and board leaders successfully prepared for and opened the school on-time for the 2010-2011 school year – from leasing a space and building a temporary facility, to recruiting and enrolling students and hiring teachers, to negotiating museum and community partnerships, to obtaining grant funds and utilizing them strategically. After receiving full funding in 2010 for the GaDOE Implementation Grant, the school received accolades from GaDOE for the detailed, organized state of its grant records. TMS has a proven history of solid grant management, reporting and recording multiple state grants for planning, implementation and facilities. In 2011, TMS received a \$90,000 GaDOE Facilities Grant. As with the implementation grant, we used and managed the funds to their fullest extent within the timeframe allotted and reported progress as required.

TMS has a proven history of responsible and accurate fiscal management, has successfully operated on the per-student allotment from DeKalb County and is operating within its budget.

TMS also has extensive experience implementing a successful education model that is based on similar, more expansive partnerships with learning institutions and that offers students engaging, hands-on experience with classroom lessons. Students get the opportunity to ask questions, make and record observations, reflect on experiences and draw their own conclusions. This museum model of education is delivering impressive results. In each of its first two academic years, its students scored among the top students in Georgia, in every subject category. TMS even surpassed its aggressive charter goal of 65% of students exceeding typical growth in all subject areas. TMS testing results are detailed in Section 3.

TMS students demonstrate a thorough understanding of subject matter, and our education model is a significant factor in that success. In just two years, TMS has developed and implemented an innovative education model unique in Georgia and has shown remarkable academic progress.

II. Need for Project

Across the nation, budget cuts are leading to the elimination of field trips in public schools. Some students only have one trip a year, if any. Georgia students are feeling the impact as well. DeKalb County Schools recently proposed in its FY 2013 budget a \$1,600,000 reduction in transportation, which specifically reduces activity and field trip funds. As a result, students' exposure to real-world, hands-on learning is limited.

Project-based learning and hands-on learning are research-proven strategies. TMS's academic results show students exceeding the growth rate of students locally and nationally. Traditional direct instruction has been unsuccessful in increasing student achievement. This project seeks to address both limited field trip resources and the lack of project-based learning in traditional public schools by sharing the museum school concept in a way that will be easy for teachers inside and outside TMS to implement for their students. Essentially, this project brings the field trip to the student.

During its first year, the project initially will serve 264 students in grades K-5 at TMS, located in central DeKalb County, Georgia. TMS serves a highly diverse group of students who represent the variety of ethnic groups, cultural backgrounds, family structures and socio-economic groups within the school's attendance zone. In the most recent academic year, 37% of TMS students identified themselves as minorities, with most of those students identifying as African American. The school anticipates its percentage of minority students will increase during the next few years to very closely resemble the racial demographics of its attendance zone. TMS endeavors to reach students of all backgrounds by taking an active role in the community. Our recruitment process includes creating awareness of our school throughout DeKalb County. We believe that active school involvement in the community is a powerful tool for recruiting new families.

Within the first year, the project potentially will extend to more than 1,500 students in grades K-5 at nearby DeKalb County elementary schools, including Avondale, Midway, Knollwood, and International Community School. As with TMS, these central DeKalb County schools serve students from diverse backgrounds, races, nationalities, socio-economic categories and family structures.

2010-2011 Demographics for Neighboring Elementary Schools

School Name	Total Enrollment	Race/Ethnicity Percentages	Free/Reduced Lunch %	AYP Status
Avondale Elementary School	404	87% Black, 7% Asian, 4% Hispanic, 1% White, 1% Multiracial	90%	Met
International Community School	398	49% Black, 19% Multiracial, 17% white, 14% Asian, 2% Hispanic	65%	Did not meet
Knollwood Elementary School	244	98% Black, 2% Hispanic	97%	Did not meet
Midway Elementary School	435	92% Black, 5 % Hispanic, 1% Native American, 1% White, 1% Multiracial	94%	Did not meet

In Year 2, the project will potentially impact all 84 DeKalb elementary schools (48,022¹ students).

2010-2011 Demographics for DeKalb County School District

District Name	Total Enrollment (Elementary)	Race/Ethnicity Percentages (K-12)	Free/Reduced Lunch Percentage (K-12)	AYP Status
DeKalb County	46,261	71% Black, 12% Hispanic, 11% White, 5% Asian, 2% Multiracial	70%	Did not meet

Statewide, the need for hands-on, museum-style learning is greater than ever. With many school districts cutting budgets for field trips, bringing first-hand learning opportunities into the classroom is critical for allowing children to explore and make discoveries on their own. In future years, the project could serve students throughout metro Atlanta, including urban, rural, and suburban schools.

“Museum in a Box” is well suited for the target population of TMS, its surrounding communities, and the DeKalb County School District (DCSD) because it offers an innovative curriculum, hands-on resources and a proven concept model that is not offered in any other school in Georgia. As shown by the consistently low performance of the DCSD, a system that has never met AYP, the didactic, traditional method of teaching in public school is simply not working for this population. Test data clearly demonstrates that the curriculum currently being implemented is unsuccessful (see attached “2010-2011 Third and Fourth Grade CRCT Data” for data from local elementary schools and the entire district). DeKalb County schools are using traditional, basal-based series that focus on direct instruction. Typically, basal instruction is teacher-centered, and not child centered; it lectures, engaging students in a minimal interaction of ideas and creativity (Burns, Roe, Ross, 1984). A basal-based curricular series does not support the development of higher level thinking skills for students. Many experts have determined that basal instruction often does not follow proven research on how children learn.² An innovative curriculum

¹ Total enrollment based on Georgia DOE projected student numbers for the 2012-2013 school year.

² <http://faculty.uncfsu.edu/plegett/LITVSBAS.HTM>

with a focus on hands-on instruction is needed in this community, and the museum school concept has already proven to be very successful with the target population through two years of instruction at TMS.

The Museum Boxes will not only impact and improve student achievement and outcomes but have the potential to greatly impact teacher quality. By implementing the instructional guide included with each box, teachers will be exposed to applicable, best practices in the areas of lesson planning, differentiation, and project-based learning. Ultimately, after exposure to several learning boxes and instructional packets, teachers will begin to implement these best practices in the absence of the box or packet itself.

III. Quality of Project Design

TMS will collaborate with Zoo Atlanta, Georgia Tech's CEISMC, the Atlanta History Center, ArtsNow, Fernbank Museum of Natural History, and the Georgia Aquarium to develop curriculum and contents around central learning units for "Museum in a Box." Partners will assist TMS teachers as they create boxes that align with Georgia Performance Standards (GPS) in science and social studies and Common Core Georgia Performance Standards (CCGPS) in English language arts and mathematics. Partners and TMS staff will build boxes with artifacts, resources, lessons, and activities that are hands-on, engaging, and relevant.

Boxes will be packed with 3-D objects, relevant documents, resources, artifacts, and props, encouraging the development of critical-thinking skills and the retention of and greater in-depth understanding of content knowledge. Museum Boxes will provide students the opportunity to apply objectives of Bloom's Taxonomy including applying, analyzing, evaluating, and creating. The boxes will have the flexibility to be used in a variety of settings within the classroom, such as whole-group lessons and discovery stations. In addition, Museum Box resources will provide teachers with prompts for teaching points of view, structuring inquiry learning, and facilitating simulations of subject matter in the classroom. Boxes will focus on central learning units based on CCGPS and GPS, beginning with science and social studies and later incorporating all core subjects.

TMS will consult with a local expert in the area of building effective learning boxes. Leading a trunk-building effort at the Atlanta History Center and the Northeast Georgia History Center, Beth Woodward will be a critical resource to this project. Having presented statewide on the "Golden Rules of Trunk Making," Ms. Woodward will be able to provide guidance and feedback during the project, ensuring that our Museum Boxes are successful in impacting student outcomes. Ms. Woodward's resume is provided as an attachment.

Each box will contain everything needed to incorporate museum-style learning within a traditional school setting, unit by unit: instructional guides, consumables for student and teacher use, models and props, and technology. Instructional guides, developed by TMS staff members, will represent the museum

school model by incorporating research-based instructional strategies, hands-on activities, real-world materials, plans for differentiation, and opportunities for cross-curricular connections. Plans will offer schools museum-quality learning experiences without leaving the school grounds, thereby addressing reduced field trip budgets without shortchanging student exposure to real-world learning.

Museum Boxes will increase academic rigor for all students by providing for differentiation. Boxes will expose young learners to problem-solving and critical-thinking skills embedded within a challenging classroom curriculum. Because the boxes replicate TMS's model of teaching, students will apply their new knowledge within a real-world setting. All boxes will have these basic components:

- 1) Primary resources such as photos, books, magazines, maps, documents, newspapers, and posters
- 2) Reproduction artifacts such as fur or feathers
- 3) Clothing and accessories
- 4) Video and audio resources
- 5) Instructional guide with lesson plan, activities, and resource list.

The following is an example of a box to be created by TMS and Zoo Atlanta for first-grade students based on the following GPS standard: **S1L1. Students will investigate the characteristics and basic needs of plants and animals.**

- a. Identify the basic needs of an animal: air, water, food, and shelter
- b. Compare and describe various animals: appearance, motion, growth, and basic needs.

This box, "Animal Sense," will focus on animals' characteristics and needs, specifically in the Rainforest habitat. It would include:

- Primary Resources:
 - Maps highlighting location of various animal habitats;
 - Photos of animal habitats;
 - Magazine and current event articles;
 - Photos of animal babies and adults (to scale);
 - Related literature: *Great Kapok Tree*, *If I Ran the Rainforest*, *Magic School Bus: Inside the Rainforest*, *Rainforest Animals*, *Rainforest Secrets*, *Slowly, Slowly, Said the Sloth*; *The Umbrella*, *Verdi*, *Welcome to the Greenhouse*, *Where the Forest Meets the Sea*
- Reproduction artifacts: Conservation posters and associated literature; Animal coverings including feathers, fur, scales
- Video/Audio (to be stored on a flash drive or CD): Rainforest sounds, sounds of animals within the rainforest; slideshow of animals and habitats; video highlighting animal motion and movement

- Instructional Guide:
 - Pre-assessment to assess students' current understanding of and ability to apply key concepts of standard(s)
 - Lesson Plan:
 - Learning Target(s) detailing the lessons' objective, including a statement of what students should master by the end of the lesson;
 - Concepts/Skills to be covered including details on group settings, introduction of lesson and content of lesson/activity;
 - Graphic Organizers (as applicable) providing students with an opportunity to synthesize content;
 - Differentiated plans for students of varied ability levels through small groups and independent activities;
 - Cross-curricular connections offering teachers clear ways to integrate other subjects into the lesson;
 - Preview of next applicable standard in order to prepare students for upcoming standard and expectations;
 - Authentic Assessments to assess students' mastery through an assessment relevant to the lesson and standards
 - Post-assessment to assess student's mastery of the material
 - Project ideas (including samples): Create a rainforest display with layers of the rainforest and animals from each layer, incorporating the food web
 - Opportunities for Extension (local field trips, guest speakers): Atlanta Botanical Garden: visit Rainforest Exhibit, Atlanta Botanical Garden outreach: Rainforest Frogs program, Georgia Aquarium: focus on "Cold Water Quest" exhibit, Zoo Atlanta: focus on Rainforest Exhibits
- Museum Boxes will be offered for schools to check out with a security deposit and agreement to conduct pre/post assessments for students. In addition, teachers will be asked to complete a survey inquiring into their use of the box components, willingness to rent a box in the future, likelihood of incorporating museum strategies outside of box rental, and overall student impact as a result of the box. Upon completion, schools will return the box to TMS.

During its first year, the project will initially serve 264 K-5 students at TMS, located in DeKalb County. TMS serves a diverse group of students, representing a variety of ethnicities and reflecting varied backgrounds and lifestyles. In addition to providing innovative instruction, the boxes will offer an onboarding process for new teachers learning to incorporate the museum school model. Following the initial piloting period at the school, the project will extend to students at nearby DeKalb County

elementary schools, including Avondale, Midway, Knollwood, and International Community School, potentially impacting over 1,500 K-5 students. These central DeKalb schools represent a diverse set of neighborhoods and students, and Avondale Elementary has already expressed an interest in participating in the “Museum in a Box” project (see attached letter of support). For Year 2, the project will potentially impact all of DeKalb’s 84 elementary schools and 48,022 students.

The museum model of education is based on the idea that children learn best through personal exploration and hands-on experience, and TMS’s academic success demonstrates that it works. The real-world perspective and first-hand knowledge gained through museum learning has allowed TMS students to place among Georgia’s top students in every subject category on state and national tests. The museum-school approach to education encourages curiosity, instills confidence and promotes a love of learning. Though there are about 30 museum schools across the country, TMS is the first of its kind in Georgia. The “Museum in a Box” project, specifically the instructional guide based on the museum school model, encapsulates a proven approach that is new to students and teachers statewide. A few organizations like the Atlanta History Center have created learning-style trunks, but the trunks are typically limited in quantity and require that schools pay a rental fee (\$100/trunk for Atlanta History Center’s program). The Fernbank Science Center has instructional kits available for checkout but funding cutbacks may curtail their program altogether. In addition, lesson plans or instructional guides included within trunks offered by other organizations are often written by non-educators and are based on traditional, direct instruction. By incorporating valuable resources and artifacts along with an instructional guide based on the museum school model, students and teachers will be greatly impacted. The museum school concept itself draws heavily on constructivism, a philosophy of learning founded on the premise that, by reflecting on experiences, individuals construct their own understanding of the world. Constructivism calls for a de-emphasis of standardized instruction, but not the elimination of learning standards. It promotes using standards-based curricula customized to the students’ prior knowledge. Under the theory of constructivism, instructors tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. In constructivism, assessment is an ongoing part of the learning process beginning with purposeful pre-assessment and progressing to authentic or performance-based assessment and rubrics. By taking part in judging their own progress through reflection and self-assessment, students develop a sense of responsibility for and ownership of their own learning. Further, through constructivism students’ real-life experiences are used as a tool to encourage deeper understanding of the subject matter. Students have access to primary sources, which provides them with a more direct experience upon which to construct their developing knowledge. The constructivist approach translates well from theory into practice; it integrates readily into TMS’s approach, which will be replicated through the instructional guides embedded in Museum Boxes.

Another prime example of the practical success of the museum school approach is the Normal Park Museum Magnet School in Chattanooga, Tennessee. Since 2005, Normal Park has received honors from Magnet Schools of America, a national advocacy group. This year, the group chose Normal Park as a School of Excellence for its academic standards, curriculum innovation and teaching staff, among other criteria. TMS first saw the museum school concept at work by visiting Normal Park and partnering with its principal, Jill Levine, who was recognized as national Magnet School Principal of the Year this spring. TMS will continue to collaborate with and draw on the expertise of representatives from Normal Park.

TMS staff members are committed to promoting deep understanding of curricular materials in our students. We accomplish this through the use of research proven instructional methods, including differentiated instruction and inquiry-based, collaborative, real-life, active learning. Our instructional methods are student-centered, individualized, and project-based in order to create active learners who are creators and participants—not just passive receivers—of human knowledge- and art-making. TMS does not see museums as places with static exhibits where learning is passive; rather, we regard them as places for learning, exploration, activity, imagination, and creativity. TMS is designed to take advantage of these opportunities and is inspired by the success of other schools that use the museum school model. In a review of 27 museum schools including five in-depth case studies, Dr. Michelle Phillips concluded that “...the findings demonstrate that students from diverse backgrounds can meet and exceed standards in core academic subjects when provided with access to relevant, object-based, interdisciplinary, experiential and connected learning opportunities.”³

- K-12 students, educators and parents reported that students accessed a richer, wider range of learning opportunities and were thinking differently about themselves as learners and about learning in general as a result of their experience at the museum schools.
- Students’ test scores, reading levels and literacy improved.
- As a result of their approach to learning, students met and exceeded academic standards.

The Museum Boxes will replicate current museum model teaching practices. This hands-on, real-world application of learning has led to increased academic achievement at TMS as evidenced by CRCT and MAP results. This data represents a diverse group of students including students receiving free/reduced lunch, special education services, and English language learner services. All TMS students participate in MAP testing three times per school year and students in third grade and higher participate in the CRCT. Specifically, MAP assesses students based on their current skill level and provides an accurate indication of each student’s instructional level. MAP is a norm-referenced test, measuring students’ overall

³ Phillips, Dr. Michelle. (Sept. 2006) “Museum-Schools: Hybrid Spaces for Accessing Learning,” Center for Informal Learning and Schools.

achievement and skill growth relative to the achievement and skill growth of students nationally (the norm), who are tested at the same point during the school year.

Students were tested in September, February, and May. Students in Kindergarten through first grade were tested in reading and mathematics. Second grade students were tested in reading, math, and in some cases, language arts. Students in third and fourth grade were tested in reading, mathematics, language arts and science. Based on the 2011-2012 MAP assessment, as compared to a national norm of same-aged peers:

- 70% of TMS Kindergarten through fourth grade students exceeded typical growth in Reading
- 79% of TMS Kindergarten through fourth grade students exceeded typical growth in Math
- 84% of TMS second through fourth grade students exceeded typical growth in Language Arts
- 78% of TMS third and fourth grade students exceeded typical growth in General Science

The CRCT is administered annually to students in third grade or higher.

The Museum School 3rd Grade CRCT 2011*

% of Students Scoring at...	Reading	English/Lang. Arts	Math	Science	Social Studies
Level 1: Does not meet standard	0	0	10	0	5
Level 2: Meets standard	25	30	15	20	20
Level 3: Exceeds standard	75	70	75	80	75
Total % Meeting or Exceeding	100	100	90	100	95

* Data not available for grades higher than 3rd as TMS only served K-3 students during the 2010-2011 school year.

The Museum School 3rd Grade CRCT 2012

% of Students Scoring at...	Reading	English/Lang. Arts	Math	Science	Social Studies
Level 1: Does not meet standard	0	0	5	5	0
Level 2: Meets standard	10	20	10	5	16**
Level 3: Exceeds standard	90	80	85	90	84**
Total % Meeting or Exceeding	100	100	95	95	100

The Museum School 4th Grade CRCT 2012

% of Students Scoring at...	Reading	English/Lang. Arts	Math	Science	Social Studies
Level 1: Does not meet standard	0	0	0	0	0
Level 2: Meets standard	20	20	20	15	30
Level 3: Exceeds standard	80	80	80	85	70
Total % Meeting or Exceeding	100	100	100	100	100

By sharing resources, other schools would be able to implement a similar model. Students would be exposed to a challenging classroom curriculum and teachers would benefit from Museum Boxes by implementing these proven lessons. As TMS collaborates with more project partners to create additional Museum Boxes teaching to other GPS and CCGPS standards, the museum model would become integrated in other subjects and lessons.

This project parallels the state's RT3 strategy by focusing on an innovative, high-impact program that will not only improve student outcomes but teacher outcomes as well. The Museum Boxes will replicate an innovative practice of providing students with hands-on, real-world materials, in the setting of a museum school classroom. This practice has shown proven outcomes as evidenced in part by the criterion-referenced test data and norm-referenced test data detailed previously. The replication of this innovative practice will most immediately impact local DeKalb County communities and the district as a whole and eventually could benefit students across the state.

RACE TO THE TOP INNOVATION FUND				
SCOPE OF WORK				
NAME OF PARTNERSHIP: THE MUSEUM SCHOOL'S "MUSEUM IN A BOX" COLLABORATIVE PROJECT				
GOAL 1: ADVANCE STUDENTS' APPLIED LEARNING AND ACADEMIC ACHIEVEMENT BY INCREASING ACCESS TO HANDS-ON MUSEUM-LIKE ARTIFACTS AND RESOURCES				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
A. Plan for the boxes' standards-based themes	<ol style="list-style-type: none"> 1. Research K-5 standards across disciplines 2. Select 3 standards per grade level and "unpack" the standards by noting specific information to be covered through box contents 	September 17, 2012 - November 16, 2012	Partners, Museum School teachers ⁴	Innovation Fund Grant
B. Plan for the box's contents of hands-on museum-like artifacts and resources	<ol style="list-style-type: none"> 1. List applicable resources for each standard 2. Create an inventory list of the boxes' primary resources, artifacts, and technology components 3. Order primary resources, artifacts, and containers 4. Inventory box contents upon arrival 5. Prepare Technology components 	October 1, 2012 – December 14, 2012	Partners, Museum School teachers, Museum Liaison, Consultant	Innovation Fund Grant
C. Advance students' applied learning and academic achievement by building content-rich boxes	<ol style="list-style-type: none"> 1. Build boxes with primary resources and artifacts as described on inventory lists 2. Have content advisors review box contents, ensuring accurate resources 	January 7, 2013 – February 1, 2013	Museum Liaison, Consultant, Partners, Museum School teachers, content advisors	Innovation Fund Grant
D. Increase student access to applied learning opportunities by circulating boxes through TMS	<ol style="list-style-type: none"> 1. Use learning trunk prototypes for The Museum School instruction. 2. Circulate boxes through classrooms, seeking feedback from teachers and students through surveys 3. Analyze teacher and student 	February 1, 2013 – May, 15, 2013	Museum School teachers, content advisors	Innovation Fund Grant

⁴ TMS teachers will work outside of regular school hours dedicated to instruction and related activities. Project work, supported by stipends, will occur outside of school hours, on weekends and during school holidays/breaks.

	surveys 4. Adjust and adapt box content based on student and teacher feedback and assessments			
E. Increase access to hands-on materials and applied learning by disseminating to schools	1. Following TMS pilot circulation, lend boxes to local schools (Avondale, International Community School, Knollwood, and Midway Elementary Schools)	March 4, 2013 – May 15, 2013	Museum Liaison	Innovation Fund Grant
GOAL 2: IMPROVE STUDENT OUTCOMES BY SHARING THE INNOVATIVE, PROVEN MUSEUM SCHOOL MODEL WITH OTHER PUBLIC SCHOOLS.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
A. Replicate the innovative practice of the museum school model by creating standards-based instructional guides	1. Create instructional guide packets based on museum school proven instructional strategies, including assessments, lesson plans, and activities 2. Include instructional guide packets in boxes for teachers to implement 3. Have content advisors review the instructional packets to ensure accurate content and alignment with standards	October 1, 2012 – February 1, 2013	Museum School teachers, content advisors	Innovation Fund Grant
B. Improve student outcomes by circulating boxes and packets through TMS	1. Circulate boxes, including packets, through classrooms, seeking feedback from teachers and students through surveys 2. Analyze teacher and student surveys 3. Adjust and adapt box content based on student and teacher feedback and assessments	February 1, 2013 – May, 15, 2013	Museum School teachers, content advisors	Innovation Fund Grant
C. Share strategies of the museum school model by disseminating boxes and packets to local elementary schools	1. Following TMS pilot, lend boxes to local schools (Avondale, International Community School, Knollwood, and Midway Elementary Schools)	March 4, 2013 – May 15, 2013	Museum Liaison	Innovation Fund Grant
GOAL 3: INCREASE THE NUMBER OF TEACHERS WITH ACCESS TO AN INNOVATIVE PROGRAM RELATED TO STEM EDUCATION THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
A. Offer standards-based boxes including detailed instructional packets, based on museum model best practices to local elementary schools	1. Create brochure with information about Museum Box concept, a list of available boxes, and a list of sample resources and plans 2. Market boxes to local elementary school teachers and staff by distributing brochures, scheduling speaking engagements, and advertising upcoming orientations	February 1, 2013 – May, 15, 2013	Museum Liaison, Museum School teachers, graphic designer	Innovation Fund Grant

B. Offer a "Museum in a Box" orientation to interested teachers, introducing and explaining the uses of the contents and instructional packet	<ol style="list-style-type: none"> 1. Create an orientation agenda to be presented by Museum School teachers and partners highlighting the purpose of the boxes and implementation of its contents 2. Invite teachers from local elementary schools to participate in the training 3. Teach Orientation Workshop to local elementary teachers 	February 15, 2013 – May 15, 2013	Museum School teachers, Partners, Museum Liaison	Innovation Fund Grant
C. Provide teachers with standards-based learning boxes, including detailed instructional packets based on museum model best practices	<ol style="list-style-type: none"> 1. Lend boxes that are based on the innovative museum school model and incorporate STEM subject areas to local schools 2. Require teachers to complete a survey and self-reflection, documenting the implementation of the museum school practices within STEM subject areas 	March 4, 2013 – May 15, 2013	Museum School teachers, Museum Liaison	Innovation Fund Grant
D. Offer workshops to teachers district-wide and statewide on how to incorporate the museum school model	<ol style="list-style-type: none"> 1. Create an agenda to be presented by Museum School teachers, focusing on best practices within the museum school model 2. Prepare for workshops by collecting applicable resources and documents 3. Invite teachers from local and statewide elementary schools to participate in the training 4. Teach Museum School Workshop to elementary teachers 	June - July 2014	Museum School teachers, Museum Liaison	Innovation Fund Grant

IV. Quality of Project Evaluation

TMS plans to implement project evaluations that will measure student achievement and impact. In order to check out Museum Boxes, teachers must agree to administer a pre-assessment before the box is introduced and a post-assessment following the box activities. The pre and post assessments will be administered through a paper/pencil format and will be scored by TMS so as to not overburden the teacher. In addition, teachers checking out the boxes will be expected to complete an online survey regarding their experience using the box. The survey will also solicit feedback regarding the contents of the box, including the instructional packet. Further, TMS will keep records detailing teachers and schools that have checked the boxes out more than once. Teachers that have checked out more than three boxes will be asked to complete an additional survey, inquiring into the teachers' use of the basic strategies as outlined in the instructional packet outside of box rental. Through the pre/post assessments and surveys, TMS will have solid documentation regarding the impact of the Museum Boxes on students and teachers.

In addition, TMS is partnering with the Evaluation division of Georgia Tech's CEISMC to evaluate the project's impact. CEISMC regularly conducts evaluations of various K-12 initiatives and research projects. Specifically, CEISMC will be a critical resource for project evaluation by assisting with survey development, focus groups, and student achievement analysis. CEISMC has already reviewed the project proposal and provided input on their evaluation approach and intent as detailed below.

Extent to which methods of evaluation will provide high-quality implementation data and performance feedback etc.: The primary aim of the evaluation will be to determine whether and to what extent goals and objectives have been met. Following guidelines suggested by Mertens' (2009) framework for transformative research and evaluation, the program evaluators will take an approach that "prioritizes community involvement, mixed methods, and a cyclical approach to evaluation such that findings of one inquiry feed into subsequent decisions for studies and/or community action." With this transformative approach in mind, the evaluation is designed to provide both formative and summative assessment data regarding the progress and impact of the program at logical time points. The evaluation will provide formative guidance to assess initial and ongoing project activities, and to provide for adaptations over the course of implementation as well as summative evidence of program effectiveness. Evaluators will maintain an ongoing relationship with partners in order to refine and enhance evaluative measures over the course of program implementation.

Extent to which evaluation will provide sufficient information about key elements and approach of project to facilitate replication or testing in other settings: As detailed in the Project Evaluation Table, the evaluation will utilize a variety of quantitative and qualitative measures to document the extent to which activities are progressing toward the intended outcomes of the Innovation grant. During the first program year, the CEISMC Evaluation Group will conduct periodic site visits and maintain close communication with partners in order to monitor and document progress toward the achieving program goals. During the second program year, evaluation efforts will focus on monitoring of initial program implementation and assessment of student outcomes (related to program objectives). Data sources will include measures of student achievement in STEM disciplines and project-based learning (e.g., Student Project-Based Learning artifacts, CRCT, Student Survey, pre/post assessment) and documentation of student engagement in the program and the use of Museum Boxes in other schools' activities. Additionally, whenever possible, evaluators will attend events (e.g., teacher orientation) to conduct informal observations and gain additional insight into the degree to which the school is meeting the project goals and objectives.

Extent to which proposed project plan includes sufficient resources to carry out project evaluation effectively: TMS will devote the necessary time and resources to ensuring that the project evaluation can be carried out effectively. Specifically, the grant will fund one-half of the salary for a member of the

CEISMC Evaluation Team along with additional funds for travel, materials and supplies associated with the evaluation. In addition to funding implementation of the proposed evaluation plan, this level of support will allow the program evaluators to foster productive relationships with stakeholders.

Extent to which proposed evaluation is rigorous: Activities undertaken as part of this grant will be evaluated by researchers from the CEISMC Evaluation Group. The CEISMC Evaluation Group is led by Assistant Director of Evaluation Group, Dr. Meltem Alemdar, who has direct experience leading evaluations of STEM initiatives and innovations. A research Associate from CEISMC evaluation group will oversee the collection, analysis and reporting of evaluation data. The rigor of evaluation is appropriately detailed in the Project Evaluation Table.

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
In addition to Innovation Grant Funds, the PTO at TMS is committed to contributing and soliciting community partners to support ongoing implementation of the proposed initiative. TMS will also solicit private and public foundation funds to support ongoing needs.	School Administrator Survey - school administrators will report progress on fundraising goals	The administrator survey will be completed at the end of each program year. Data will be analyzed within 4 weeks of survey administration.
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
In collaboration with partners, during the 2012-13 school year, TMS teachers will plan and build content-rich Museum Boxes designed to advance students' applied learning and academic achievement.	School Administrator Survey school administrators will report on progress toward student participation goals. Teacher Survey – Teachers will report the number of students in their classes who participated in the “Museum in a Box” program.	The administrator survey will be completed at the end of each program year. Data will be analyzed within 4 weeks of survey administration. The teacher survey will be conducted at the end of each semester during the 2012-13 school year. Data will be analyzed within 4 weeks of survey administration.

During the 2012-13 school year, 264 TMS students will experience hands-on materials and museum artifacts as well as proven museum school model strategies through participation in the “Museum in a Box” program.	School Administrator Survey school administrators will report on progress toward student participation goals. Teacher Survey – Teachers will report the number of students in their classes who participated in the “Museum in a Box” program. Classroom Observations documenting the implementation of “Museum in a Box” activities*.	The administrator survey will be completed at the end of each program year. Data will be analyzed within 4 weeks of survey administration. The teacher survey will be conducted at the end of each semester during the 2012-13 school year. Data will be analyzed within 4 weeks of survey administration. Classroom observations will be conducted during two site visits at TMS during the 2012-13 school year*.
By the end of the 2012-13 school year, Museum Boxes will be disseminated in order to serve approximately 1500 students at four additional local elementary schools.	Administrator Survey - Teacher Survey – teachers at participating schools will report on their implementation of the “Museum in a Box” program.	The teacher survey will be conducted at the end of each semester during the 2012-13 school year. Data will be analyzed within 4 weeks of survey administration.
During the 2012-13 school year, TMS teachers and content advisors will create standards-based instructional guides in order to help schools replicate the innovative practices of TMS.	Teacher Survey – Participating TMS teachers will report on their experience creating instructional guides. Document review	The teacher survey will be conducted at the end of each semester during the 2012-13 school year. Data will be analyzed within 4 weeks of survey administration. TMS teachers and/or content advisors will submit instructional guides for review by the end of the 2012-13 school year.
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
NUMBER AND PERCENTAGE OF STUDENTS THAT EXPERIENCED A SPECIFIED GAIN IN PROBLEM-SOLVING, COMMUNICATION AND SELF-MANAGEMENT SKILLS		
GOAL 3: INCREASE THE NUMBER OF TEACHERS WITH ACCESS TO AN INNOVATIVE PROGRAM RELATED TO STEM EDUCATION THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING.		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
During the 2012-13 school year, 224 TMS students (85% of total student body) will improve their problem-solving, communication and self-management skills by one level	Pre- and Post-Survey focused on problem solving and critical thinking	Students will be assessed in first six weeks and last six weeks. Data will be analyzed within 4 weeks of survey administration.

During the 2012-13 school year, all TMS teachers and a sample of teachers at four additional local schools will implement Museum Boxes and museum school practices within STEM areas.	Teacher Survey – Participating teachers will report on their implementation of the Museum Boxes within STEM areas.	The teacher survey will be conducted at the end of each semester during the 2012-13 school year. Data will be analyzed within 4 weeks of survey administration.
During the 2012-13 school year, TMS and its partners will offer a “Museum in a Box” Orientation workshop to teachers interested in implementing the “Museum in a Box” program.	Workshop participant survey Observation – a member of the evaluation team will attend to document workshop implementation.	Teachers will complete a survey after attending each workshop. Data will be analyzed within 4 weeks of survey administration. Observation will occur during the workshops.
During the summer of 2014, TMS and its partners will offer district- and statewide workshops to teachers on how to incorporate the museum school model.	Workshop participant survey Observation – a member of the evaluation team will attend to document workshop implementation.	Teachers will complete a survey after attending each workshop. Data will be analyzed within 4 weeks of survey administration. Observation will occur during the workshops.
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
GOAL 2: IMPROVE STUDENT OUTCOMES BY SHARING THE INNOVATIVE, PROVEN MUSEUM SCHOOL MODEL WITH OTHER PUBLIC SCHOOLS.		
The number of TMS students scoring in the Exceeds Expectations Category on the Mathematics and Science GA CRCT will increase by 2%.	GA CRCT scores for the 2012-13 school year.	Data will be analyzed within 4 weeks of receiving CRCT results.
85% of participating students will demonstrate increased mastery of STEM content included in Museum Box activities.	Pre- and post-content assessments aligned to targeted STEM content will be developed for each Museum Box and included with Museum Box materials.	Participating teachers will administer pre- and post-assessments immediately before and after implementing trunk activities. Teachers will submit data to TMS for review. Data will be compiled for review at the end of the 2012-13 school year.
85% of TMS 3-5th graders will demonstrate increased engagement and attitudes toward science as measured by the Children’s Science Curiosity Scale.	Student Survey included adapted Children’s Science Curiosity Scale	The student survey will be conducted at the beginning and end of the 2012-13 school year.

*A sampling plan will be developed to determine the number of classrooms to be included in classroom observations.

V. Quality of Project Management Plan

Learning partnerships are a central part of the museum school design, offering students valuable knowledge and a chance to explore and gain real-life experience of classroom topics. TMS has signed partnership contracts with nine curricular partners, each with its own expansive education department. Five of these nine partners are collaborators in the “Museum in a Box” project: Zoo Atlanta, Fernbank,

Georgia Aquarium, ArtsNow, and the Atlanta History Center. These institutions have a direct tie-in to our school's curriculum, and they are compatible with our educational model. TMS and these partners have a strong history of collaboration on hands-on educational projects that have proven to improve student outcomes. Georgia Tech's CEISMC, the sixth partner, has extensive experience working with school districts and charter schools in preparing young learners in the areas of science, technology, engineering, and mathematics (STEM). CEISMC will be a leading partner in assisting TMS in developing boxes designed to improve performance in STEM. The Evaluation division will also provide expert experience in formally evaluating project progress so that adjustments may be made as needed to ensure maximum success in achieving anticipated outcomes.

With an established history of educational success amongst all partners in this project, the "Museum in a Box" collaborative partnership has the capacity to achieve the objectives of the proposed project on time and within budget. Receiving the Innovation Fund award would in no way impact TMS's capacity to manage school operations or grant funds received.

Project Director: The "Museum in a Box" project director will be Museum School Principal Katherine Kelbaugh, an accomplished charter school veteran with extensive experience managing expansive, complex and quickly developing projects. Ms. Kelbaugh holds a Masters' in Educational Psychology and has classroom teaching experience in Georgia and Florida, where she also served as Lead Teacher, Mentor Teacher and Reading Specialist at Central Charter School in Lauderdale Lakes. She took on the role of Assistant Principal of that school for two years, and, as Head of Curriculum and Instructional Design for the SACS Committee, she was a critical part of the school's accreditation team.

At TMS, Ms. Kelbaugh played a pivotal role in securing both a state and a county charter and ushering the school through its rapid evolution from inception to the first day of classes in just two years. Managing every aspect of this complex project, Ms. Kelbaugh oversaw everything from curriculum development and staff recruitment to the construction of a temporary facility and the fostering of partnerships with some of the region's most respected learning institutions.

Under her leadership, TMS has met with tremendous success: In each of the first two years, its students have accomplished outstanding academic results. The school's teaching methods have become a model for future educators from several Georgia colleges and universities. It has a growing reputation in the state and has received several prestigious honors and performance awards.

Project Coordinator/Museum Liaison: Museum Liaison Wesleigh Reaves will serve as project coordinator. With three years on staff at The Southern Museum in Kennesaw, Ga. and six years on staff at The Atlanta History Center, Ms. Reaves has significant experience developing and managing museum programs and tours as well as outreach and educational programs. As a Museum Educator and later the Education Programs Coordinator at the Atlanta History Center, she managed an education program for

young children, led tours, created written collateral for museum exhibits and developed curriculum, activities and learning tools to promote enthusiasm for history.

In addition, in her current role as Museum Liaison at TMS, Ms. Reaves is responsible for all aspects of the museum expeditions that are so integral to the school's model. Expeditions are planned for all grade levels with some units including expeditions for every week. Ms. Reaves works with museum partners to schedule field trips, outreach, and also special guests. She is also responsible for coordinating transportation, lunches, invoicing and payment for each of these expeditions.

Museum School Teachers: Museum School teachers are very familiar with the museum school concept and will be a valuable resource in developing Museum Boxes that can bring this style of learning to any classroom. The school's teachers are specifically trained to bring tangibility to classroom lessons with real-world experiences and museum-style artifacts. Museum School teachers are trained to evaluate each child's skills and needs and then tailor curriculum to individuals, ensuring that every child succeeds. Our teachers employ differentiation and best practices to individualize lessons and experiences for each student. All students learn, because teachers meet them at their own level. They will bring this expertise to the project.

Atlanta History Center Consultant: Elizabeth Woodward, currently an independent museum education contractor, will serve as a consultant on the project. Over the past year, Ms. Woodward has designed and delivered history-themed travel trunks for the Northeast Georgia History Center. From 1999 to 2011, she was Museum Outreach Education Manager for the Atlanta History Center, where she built a travel trunk program that served schools in Fulton County and regional systems. Ms. Woodward has 12 years of experience in education outreach, managing hands-on, in-class educational programs upon which the "Museum in a Box" project is modeled. She provides comprehensive teacher guides and training in educational strategies for learning with museum resources.

Project Structure

The "Museum in a Box" project will be led by TMS as the fiscal agent with Principal Katherine Kelbaugh as the project director and Museum Liaison Wesleigh Reaves as the project coordinator. TMS will assume responsibility for financial, program and post-award reporting requirements on behalf of the partnership.

Each project partner will report directly to Ms. Kelbaugh and Ms. Reaves for accountability on the timeline for completing boxes to be piloted at TMS and then rolled out for checkout by local-area schools. Partners have worked, and continue to work, with TMS teachers and leadership to complete curriculum-based projects successfully – on-time and within budget. As the project progresses, Year 2 would require a part-time coordinator dedicated to project logistics. With dedicated support, TMS anticipates more speaking engagements to get the word out about the Museum Boxes and a greater demand for their use outside of the TMS attendance zone – throughout DeKalb County and beyond in future years.

VI. Quality of Sustainability/Scalability Plan

TMS intends to offer Museum Box subject areas beyond Science to include Social Studies, Reading, and English/Language Arts and will work with curricular partners to build these boxes. TMS is interested in loaning boxes to schools statewide. Boxes that travel around the state could be developed as compact versions of the original, incorporating more digital resources. TMS has a relationship with Georgia Tech's Research Institute that could be leveraged to help develop virtual methods of dissemination. In addition, the school would like to offer workshops on using the museum model through a summer institute. Eventually, school staff and partners could offer workshops across the nation.

To minimize staff administration time needed as the program expands, the project coordinator will work with the school's volunteer coordinator to utilize volunteers to the extent possible for tasks such as inventorying box contents before and after rental.

Because the grant will fund the development of all K-5 core subject Museum Boxes and box deposits will be applied to missing or damaged materials, the school does not expect to incur great supply expenses following the grant period. TMS and partners will intentionally utilize items that may easily be replaced "off the shelf" rather than one-of-a-kind items that would depend on the partners' ability to continually provide unique items when replacement is necessary. However, TMS would need to continue funding for a part-time coordinator dedicated to this project beyond the two-year Innovation Fund project period. Supplemental funding will be secured through the school's Parent-Teacher Organization and through museum and community organization partners. When grant funding ends, TMS also anticipates collecting a nominal curricula fee from participating schools along with the refundable deposit to help cover staff time allocated to sharing resources with other schools. TMS does not view this project as a fundraiser but is looking to cover its expenses beyond the grant period. TMS would also work with private foundations to obtain additional funds as necessary.

Letters of support from local elementary school principals and teachers as well as TMS teachers, parents, PTO and community members are attached.

Budget and Budget Narrative Justification

GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT			
RACE TO THE TOP INNOVATION FUND BUDGET FORM			
Project Name: THE MUSEUM SCHOOL'S "MUSEUM IN A BOX" COLLABORATIVE PROJECT		Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.	
SECTION A - BUDGET SUMMARY			
INNOVATION FUND COSTS			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	31,730	33,750	65,480
2. Fringe Benefits	8,535	9,079	17,614
3. Travel	750	750	1,500
4. Equipment	5,700	5,165	10,865
5. Supplies	23,610	20,720	44,330
6. Contractual	19,275	18,775	38,050
7. Construction	-	-	-
8. Other	-	-	-
9. Total Direct Costs (lines 1-8)	89,600	88,239	177,839
10. Indirect Costs*	8,960	8,821	17,781
11. Training Stipends	1,440	2,940	4,380
12. Total Costs (lines 9-11)	100,000	100,000	200,000
SECTION B - BUDGET SUMMARY			
NON-INNOVATION FUND COSTS - N/A			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel			
2. Fringe Benefits			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual			
7. Construction			
8. Other			
9. Total Direct Costs (lines 1-8)			
10. Indirect Costs*			
11. Training Stipends			
12. Total Costs (lines 9-11)			

SECTION C – BUDGET NARRATIVE (see instructions)

The Museum School of Avondale Estates requests \$100,000 per year for the two-year Innovation Fund grant cycle. This section details budget line items for Year 1 followed by Year 2.

YEAR 1 EXPENSE	Units	Unit Cost	Total	Narrative Detail
Personnel			\$31,730	
<i>"Design a Museum Box" Session</i>			3,750	4-hour session includes 13 TMS teachers, the Museum Liaison and the Project Director for a \$250 stipend each (total \$3,750). All project sessions will take place outside of regular school hours and operational/instructional roles. This session will include partners and the project consultant to plan for desired Museum Box learning units and standards.
Museum School Teachers	13	250	3,250	
Project Director	1	250	250	
Museum Liaison	1	250	250	
<i>Teacher Working Session (1 of 2)</i>			4,000	4-hour session includes 13 TMS teachers, the Museum Liaison, the Project Director, and the TMS Technology teacher for a \$250 stipend each (total \$4,000). All project sessions will take place outside of regular school hours and operational/instructional roles. During this session, teachers will focus on Museum Box curriculum and design for half of the boxes, including technological components and instructional guides.
Museum School Teachers	13	250	3,250	
Project Director	1	250	250	
Museum Liaison	1	250	250	
TMS Technology Teacher	1	250	250	
<i>Teacher Working Session (2 of 2)</i>			3,750	4-hour session includes 13 TMS teachers, the Museum Liaison, and the TMS Technology teacher for a \$250 stipend each (total \$3,750). All project sessions will take place outside of regular school hours and operational/instructional roles. During this session, teachers will focus on Museum Box curriculum and design for half of the boxes, including technological components and instructional guides.
Museum School Teachers	13	250	3,250	
Museum Liaison	1	250	250	
TMS Technology Teacher	1	250	250	
<i>Ordering/Inventory Work – Museum Liaison</i>			6,780	The Museum Liaison will research, order and inventory all necessary items for the Museum Boxes. Estimate for this project is based on an additional 20% of her time for a total of \$6,780. The project consultant will be a partner on this work.
<i>"Build a Museum Box" Session (1 of 2)</i>			2,000	4-hour session includes 6 TMS teachers, the Museum Liaison and the Project Director for a \$250 stipend each (total \$2,000). All project sessions will take place outside of regular school hours and operational/instructional roles. This session will include partners and the project consultant to build 15 Museum Boxes.
Museum School Teachers	6	250	1,500	
Project Director	1	250	250	
Museum Liaison	1	250	250	
<i>"Build a Museum Box" Session (2 of 2) –</i>	1	250	250	4-hour session the Museum Liaison for a \$250 stipend along with

YEAR 1 EXPENSE	Units	Unit Cost	Total	Narrative Detail
<i>Museum Liaison</i>				
<i>Training Sessions - 4</i>	4	300	1,200	the project consultant to build replica boxes based on the originals. TMS staff will offer one-hour training sessions for teachers on implementing the Museum Boxes effectively. Four presenters will receive a \$75 stipend for each session for a total of \$300/session x 4 = \$1,200.
<i>Grant and Project Administration</i>			10,000	This administrative time is allotted for additional administrative staff time required for overall project management and grant compliance, including data collection, reporting, financial management and oversight.
Fringe Benefits			\$8,535	Fringe benefits are calculated at 26.9% for each personnel line item.
"Design a Museum Box" Session			1,009	26.9% of \$3,750 total
Teacher Working Session (1 of 2)			1,076	26.9% of \$4,000 total
Teacher Working Session (2 of 2)			1,009	26.9% of \$3,750 total
Ordering/Inventory Work-Museum Liaison			1,824	26.9% of \$6,780 total
"Build a Museum Box" Session (1 of 2)			538	26.9% of \$2,000 total
"Build a Museum Box" Session (2 of 2)			67	26.9% of \$250 total
Training Sessions - 4	4	\$80.75	323	26.9% of \$1,200 total
Grant and Project Administration			2,690	26.9% of \$10,000 total
Travel			\$750	
Project Evaluator Travel			750	Georgia Tech CEISMC travel expenses for site visits, data collection and evaluation, including mileage
Equipment			\$5,700	
Museum Boxes	30	135	4,050	The Museum School anticipates building 30 Museum Boxes in year 1 - two each of 15 complete units. Actual trunk-sized boxes are estimated at \$135 per box.
Storage for Museum Boxes	6	275	1,650	Storage equipment is required for Museum Boxes. Boxes will be stored on school property by grade level (K-5). Shelving for Museum Boxes is estimated at \$275 each and six shelving units are required.
Supplies			\$23,610	
Museum Box supplies	30	715	21,450	The Museum School anticipates building 30 Museum Boxes in year 1 - two each of 15 complete units. Complete contents for each box are averaged at \$715/box. Boxes will include primary resources based on the unit, reproduction artifacts, video and audio stored on flash drive or CD, instructional guide, pre and post assessment materials, project ideas and samples, and opportunities for extension of the unit.

YEAR 1 EXPENSE	Units	Unit Cost	Total	Narrative Detail
Working lunches	5		660	Working sessions for teachers, staff and partners include some meals: Design a Museum Box (\$200), Teacher Working Session #1 (\$200), Teacher Working Session #2 (\$120), Build a Museum Box Session #1 (\$120), Build a Museum Box Session #2 (\$20)
Marketing Materials			1,500	Cost includes program marketing materials to be designed (brochures and website). Print materials will be distributed to schools and in press kits.
Contractual			\$19,275	
“Design a Museum Box” Session	11	300	3,300	4-hour session with 10 partners and the project consultant for a \$300 stipend each. This session will include 13 TMS teachers, the Museum Liaison and the Project Director to plan for desired Museum Box learning units and standards.
Content Advisors	20	100	2,000	Consultants will review Museum Box contents lists and instructional guides for a total of 20 hours at \$100 per hour.
Ordering/Inventory Work–Consultant	25	75	1,875	The project consultant will work with the Museum Liaison to research, order and inventory all necessary items for the Museum Boxes. Estimate for this project is based on 25 hours at \$75 per hour for a total of \$1,875.
“Build a Museum Box” Session (1 of 2)	6	300	1,800	4-hour session includes 5 partners and the project consultant for a \$300 stipend each (total \$1,800). This session will include 6 TMS teachers, the Museum Liaison and the Project Director to build Museum Boxes.
“Build a Museum Box” Session (2 of 2)	1	300	300	4-hour session for the project consultant to build replica boxes based on the originals (\$300 stipend). Consultant will work with the Museum Liaison.
Project Evaluation by CEISMC			10,000	Georgia Tech’s CEISMC division will conduct a full project evaluation as described in the Project Evaluation Table included in the project narrative.
Indirect Costs			\$8,960	
Training Stipends			\$1,440	
Training Sessions - 4	48	30	1,440	TMS staff will offer one-hour training sessions for teachers on implementing the Museum Boxes effectively. Stipends of \$30/each will be offered as an incentive for participating. Anticipated audience of 12 teachers per training session x \$30/teacher x 4 sessions = \$1,440.

YEAR 2 EXPENSE			Units	Unit Cost	Total	Narrative Detail
Personnel					\$33,750	
<i>"Design a Museum Box" Session</i>					3,750	4-hour session includes 13 TMS teachers, the Museum Liaison and the Project Director for a \$250 stipend each (total \$3,750). All project sessions will take place outside of regular school hours and operational/instructional roles. This session will include partners and the project consultant to plan for desired Museum Box learning units and standards.
	Museum School Teachers		13	250	3,250	
	Project Director		1	250	250	
	Museum Liaison		1	250	250	
<i>Teacher Working Session (1 of 2)</i>					2,500	4-hour session includes 9 TMS teachers and the TMS Technology teacher for a \$250 stipend each (total \$2,500). All project sessions will take place outside of regular school hours and operational/instructional roles. During this session, teachers will focus on Museum Box curriculum and design for half of the boxes, including technological components and instructional guides.
	Museum School Teachers		9	250	2,250	
	TMS Technology Teacher		1	250	250	
<i>Teacher Working Session (2 of 2)</i>					2,500	
	Museum School Teachers		9	250	2,250	4-hour session includes 9 TMS teachers and the TMS Technology teacher for a \$250 stipend each (total \$2,500). All project sessions will take place outside of regular school hours and operational/instructional roles. During this session, teachers will focus on Museum Box curriculum and design for half of the boxes, including technological components and instructional guides.
	TMS Technology Teacher		1	250	250	
<i>Ordering/Inventory Work – Museum Liaison</i>					5,000	
<i>"Build a Museum Box" Session</i>					2,000	4-hour session includes 6 TMS teachers, the Museum Liaison and the Project Director for a \$250 stipend each (total \$2,000). All project sessions will take place outside of regular school hours and operational/instructional roles. This session will include partners and the project consultant to build new Museum Boxes.
	Museum School Teachers		6	250	1,500	
	Project Director		1	250	250	
	Museum Liaison		1	250	250	
<i>Training Sessions - 4</i>			4	300	1,200	TMS staff will offer one-hour training sessions for teachers on implementing the Museum Boxes effectively. Four presenters will receive a \$75 stipend for each session for a total of \$300/session x 4 = \$1,200.
<i>Grant and Project Administration</i>					7,000	This administrative time is allotted for additional administrative

YEAR 2 EXPENSE	Units	Unit Cost	Total	Narrative Detail
				staff time required for overall project management and grant compliance, including data collection, reporting, financial management and oversight.
<i>Museum School Model Workshop – 4</i>	4	1,200	4,800	TMS staff will offer one-hour workshops for teachers on the museum model of instruction. Eight presenters will receive a \$150 stipend for each session to cover preparation and facilitation time. Total is \$1,200/session x 4 sessions = \$4,800.
<i>Checkout/Maintenance</i>	1		5,000	As the program expands to reach more schools in year 2, the Museum Liaison will need support for project administration. One instructional assistant will provide 8 hours per week at \$17/hour for approximately 36 weeks to maintain boxes, coordinate checkout, and replace inventory as needed.
Fringe Benefits			\$9,079	Fringe benefits are calculated at 26.9% for each personnel line item.
“Design a Museum Box” Session			1,009	26.9% of \$3,750 total
Teacher Working Session (1 of 2)			673	26.9% of \$2,500 total
Teacher Working Session (2 of 2)			673	26.9% of \$2,500 total
Ordering/Inventory Work–Museum Liaison			1,345	26.9% of \$5,000 total
“Build a Museum Box” Session			538	26.9% of \$2,000 total
Training Sessions – 4	4	\$80.75	323	26.9% of \$1,200 total
Grant and Project Administration			1,883	26.9% of \$7,000 total
Museum School Model Workshop – 4	4	\$323	1,291	26.9% of \$4,800 total
Checkout/Maintenance			1,345	26.9% of \$5,000 total
Travel			\$750	
Project Evaluator Travel			750	Georgia Tech CEISMC travel expenses for site visits, data collection and evaluation, including mileage
Equipment			\$5,165	
Museum Boxes	24	135	3,240	The Museum School anticipates building 24 additional Museum Boxes in year 2. Actual trunk-sized boxes are estimated at \$135 per box.
				Storage equipment is required for Museum Boxes. Boxes will be stored on school property by grade level (K-6). Shelving for Museum Boxes is estimated at \$275 each and seven additional shelving units are required.
Storage for Museum Boxes	6	275	1,925	
Supplies			\$20,720	
Museum Box supplies	24	715	17,160	The Museum School anticipates building 24 additional Museum Boxes in year 2. Complete contents for each box are averaged at \$715/box.

YEAR 2 EXPENSE	Units	Unit Cost	Total	Narrative Detail
				Boxes will include primary resources based on the unit, reproduction artifacts, video and audio stored on flash drive or CD, instructional guide, pre and post assessment materials, project ideas and samples, and opportunities for extension of the unit.
Working lunches	4		560	Working sessions for teachers, staff and partners include some meals: Design a Museum Box (\$200), Teacher Working Session #1 (\$120), Teacher Working Session #2 (\$120), Build a Museum Box Session (\$120)
Marketing Materials			1,500	Cost includes updated program marketing materials (brochures and website). Print materials will be distributed to an expanded community of schools and in press kits.
Museum School Model Workshop	4	\$375	1,500	Cost for each session includes all supplies, assessment materials, and instructional materials for teachers to take back to their own schools to support museum school model instruction in their classrooms.
Contractual			\$18,775	
“Design a Museum Box” Session	11	300	3,300	4-hour session with 10 partners and the project consultant for a \$300 stipend each. This session will include 13 TMS teachers, the Museum Liaison and the Project Director to plan for desired Museum Box learning units and standards.
Content Advisors	18	100	1,800	Consultants will review Museum Box contents lists and instructional guides for a total of 18 hours at \$100 per hour.
Ordering/Inventory Work–Consultant	25	75	1,875	The project consultant will work with the Museum Liaison to research, order and inventory all necessary items for the Museum Boxes. Estimate for this project is based on 25 hours at \$75 per hour for a total of \$1,875.
“Build a Museum Box” Session	6	300	1,800	4-hour session includes 5 partners and the project consultant for a \$300 stipend each (total \$1,800). This session will include 6 TMS teachers, the Museum Liaison and the Project Director to build Museum Boxes.
Project Evaluation by CEISMC			10,000	Georgia Tech’s CEISMC division will conduct a full project evaluation as described in the Project Evaluation Table included in the project narrative.
Indirect Costs			\$8,821	Calculated at 10% of all direct costs
Training Stipends			\$2,940	
Training Sessions - 4	48	30	1,440	TMS staff will offer one-hour training sessions for teachers on implementing the Museum Boxes effectively. Stipends of \$30/each

YEAR 2 EXPENSE	Units	Unit Cost	Total	Narrative Detail
				will be offered as an incentive for participating. Anticipated audience of 12 teachers per training session x \$30/teacher x 4 sessions = \$1,440.
Museum School Model Workshops - 4	50	30	1,500	TMS staff will offer one-hour training sessions for teachers on the museum model of instruction. Stipends of \$30/each will be offered as an incentive for participating. Anticipated audience of 12-13 teachers per training session x \$30/teacher x 4 sessions = \$1,500.

Attachments

- Financial Statements with Independent Auditor's Report – June 30, 2011 and 2010
- Memorandum of Understanding (A2: The Museum School and six partners)
- Assurances and Certifications (A3-A7)
- Letters of Support (12)
- 2010-2011 Third and Fourth Grade CRCT Data (Local Schools/DeKalb)
- Museum Box Example
- The Museum School Fact Sheet
- Resume – Elizabeth (Beth) Woodward

**Financial Statements with Independent Auditor's Report –
June 30, 2011 and 2010**

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES

FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2011 AND 2010

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES

TABLE OF CONTENTS

	Page
Independent Auditor's Report	1
Financial Statements:	
Statements of Financial Position as of June 30, 2011 and 2010	2
Statements of Activities for the Years Ended June 30, 2011 and 2010	3
Statement of Functional Expenses for the Year Ended June 30, 2011	4
Statement of Functional Expenses for the Year Ended June 30, 2010	5
Statements of Cash Flows for the Years Ended June 30, 2011 and 2010	6
Notes to Financial Statements	7

BROOKS, MCGINNIS & COMPANY, LLC

CERTIFIED PUBLIC ACCOUNTANTS

5871 GLENRIDGE DRIVE

SUITE 200

ATLANTA, GEORGIA 30328

(404) 531-4940
FAX: (404) 531-4950

MEMBER OF AICPA
DIVISION FOR CPA FIRMS

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of the
Avondale Education Association, Inc.
d/b/a The Museum School of Avondale Estates:

We have audited the accompanying statements of financial position of the Avondale Education Association, Inc. d/b/a The Museum School of Avondale Estates (the School), as of June 30, 2011 and 2010, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Avondale Education Association, Inc. d/b/a The Museum School of Avondale Estates as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Brooks, McGinnis & Company, LLC

Atlanta, Georgia
September 6, 2011

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
ASSETS		
Cash and cash equivalents	\$ 238,018	\$ 46,880
Unbilled grant receivable	28,471	-
Accounts receivable	4,197	-
Prepaid expenses	16,230	4,638
Deposits	34,372	21,500
Cash restricted for Rent and Insurance Set Aside Agreement	16,000	-
Property and equipment, net	<u>491,835</u>	<u>170,292</u>
Total assets	<u>\$ 829,123</u>	<u>\$ 243,310</u>
LIABILITIES AND NET ASSETS		
Liabilities:		
Trade accounts payable	\$ 41,298	\$ -
Construction payable	119,132	134,446
Salaries and benefits payable	58,503	-
Other liabilities	<u>910</u>	<u>-</u>
Total liabilities	<u>219,843</u>	<u>134,446</u>
Commitments and contingencies		
Net assets:		
Unrestricted net assets	603,094	108,864
Temporarily restricted	<u>6,186</u>	<u>-</u>
Total net assets	<u>609,280</u>	<u>108,864</u>
Total liabilities and net assets	<u>\$ 829,123</u>	<u>\$ 243,310</u>

The accompanying notes are an integral part of these financial statements.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
Changes in unrestricted net assets:		
Support and revenue		
Grant revenue	\$ 1,641,137	\$ 165,418
Program service fees	31,280	-
Contributions	143,565	-
Donated services	-	34,164
Fundraising activities	66,272	24,670
Interest income	26	-
Total unrestricted support and revenue	<u>1,882,280</u>	<u>224,252</u>
Expenses:		
Educational program	1,172,585	40,346
Total program expenses	<u>1,172,585</u>	<u>40,346</u>
General and administrative	188,568	73,011
Fundraising	26,897	3,923
Total expenses	<u>1,388,050</u>	<u>117,280</u>
Increase in unrestricted net assets	<u>494,230</u>	<u>106,972</u>
Changes in temporarily restricted net assets:		
Contributions - music program	<u>6,186</u>	<u>-</u>
Increase in temporarily restricted net assets	<u>6,186</u>	<u>-</u>
Increase in net assets	500,416	106,972
Net assets at beginning of year	<u>108,864</u>	<u>1,892</u>
Net assets at end of year	<u>\$ 609,280</u>	<u>\$ 108,864</u>

The accompanying notes are an integral part of these financial statements.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2011

	Educational Program	General and Administrative	Fund- raising	Total
Salaries	\$ 539,602	\$ 49,512	\$ 4,388	\$ 593,502
Taxes and benefits	97,183	8,918	791	106,892
Contract labor	126,589	23,461		150,050
Total personnel	<u>763,374</u>	<u>81,891</u>	<u>5,179</u>	<u>850,444</u>
Supplies and office expense	132,069	9,496		141,565
Museum partnerships /student activities	41,061			41,061
Food program	31,687			31,687
Recruiting	7,129			7,129
Insurance	11,903	2,976		14,879
Rent	80,060	13,200	4,400	97,660
Utilities	28,730	5,387	1,796	35,913
Telephone and internet	4,316	1,079		5,395
Building and equipment maintenance	3,729	309		4,038
Depreciation	101,508	19,033	6,344	126,885
Fundraising			8,030	8,030
Professional fees		7,339		7,339
Interest		9,630		9,630
Other		6,395		6,395
Total expenses	<u>\$ 1,205,566</u>	<u>\$ 156,735</u>	<u>\$ 25,749</u>	<u>\$ 1,388,050</u>

The accompanying notes are an integral part of these financial statements.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2010

	Educational Program	General and Administrative	Fund- raising	Total
Contract labor	\$ 23,644	\$ 29,390	\$	\$ 53,034
Recruiting	1,813			1,813
Continuing education	1,114	1,130		2,244
Total personnel	<u>26,571</u>	<u>30,520</u>	-	57,091
Student recruiting	2,768			2,768
Supplies and office expense		529		529
Insurance		1,200		1,200
Postage	1,052	315	471	1,838
Printing	5,373	705	543	6,621
Bank fees		2,829		2,829
Dues and subscriptions	1,570			1,570
Website	1,832		459	2,291
Rent	880	165	55	1,100
Building and equipment maintenance	300	400		700
Fundraising			2,395	2,395
Legal fees- in kind		35,814		35,814
Other		534		534
Total expenses	<u>\$ 40,346</u>	<u>\$ 73,011</u>	<u>\$ 3,923</u>	<u>\$ 117,280</u>

The accompanying notes are an integral part of these financial statements.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	<u>2011</u>	<u>2010</u>
Cash flows from operating activities:		
Increase in net assets	\$ 500,416	\$ 106,972
Adjustments to reconcile increase in net assets to net cash provided by operations:		
Depreciation	126,885	-
Change in assets and liabilities:		
(Increase) decrease in:		
Unbilled grant receivable	(28,471)	-
Accounts receivable	(4,197)	-
Prepaid expenses	(11,592)	(4,638)
Deposits	(12,872)	(21,500)
Increase (decrease) in:		
Accounts payable	41,298	-
Accrued payroll	58,503	-
Other liabilities	910	-
Total adjustments	<u>170,464</u>	<u>(26,138)</u>
Net cash provided by operating activities	<u>670,880</u>	<u>80,834</u>
Cash flows from investing activities:		
Acquisition of property and equipment	<u>(448,428)</u>	<u>(170,292)</u>
Net cash used in investing activities	<u>(448,428)</u>	<u>(170,292)</u>
Cash flows from financing activities:		
Cash restricted for Rent and Insurance Set Aside Agreement	(16,000)	-
Increase (decrease) in construction payable	<u>(15,314)</u>	<u>134,446</u>
Net cash provided by (used in) financing activities	<u>(31,314)</u>	<u>134,446</u>
Net increase in cash and cash equivalents	191,138	44,988
Cash and cash equivalents, beginning of year	<u>46,880</u>	<u>1,892</u>
Cash and cash equivalents, end of year	\$ <u><u>238,018</u></u>	\$ <u><u>46,880</u></u>
<u>Supplemental Cash Flow Information:</u>		
Cash paid for interest	\$ <u><u>9,257</u></u>	\$ <u><u>-</u></u>

The accompanying notes are an integral part of these financial statements.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

1. Nature of Organization and Significant Accounting Policies

Organization

The Avondale Education Association, Inc. (the "AEA"), incorporated in June 2004, was initially formed by a group of parents to study and implement different options to improve the quality of public education in the local community. In 2008, the State of Georgia passed a new law which created an independent charter school commission as an alternative authorizer to the local school boards. With support of the local community, the AEA changed its focus from supporting the local public school to organizing, applying and acquiring approval through the State of Georgia* to become a state-chartered commission school. The application was approved December 2009 for the School to serve kindergarten through eighth grade. The School conducted its first year of operation in 2010-2011 as a state-chartered commission school and received most of its funding under the Quality Basic Education Act ("QBE") based on the number of students enrolled. In May 2011, the Georgia Supreme Court declared the State Charter Commission unconstitutional and the School applied for a charter with the local school system. In June 2011, the DeKalb County Board of Education approved the School for a one year charter.

The AEA selected the museum concept as the instructional model for the School. This proven school model provides project-based learning through partnerships with museums and other learning institutions to create a curriculum aligned with Georgia Performance Standards. The museum school model is based on the idea that children learn best through personal exploration and hands-on experience. Interactive learning expeditions to partner sites offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions. Students examine the lesson themes from all angles and create museum-style exhibits to demonstrate what they have learned. Four times a year, they share these projects and their knowledge with parents and other community members at Exhibit Night. The AEA does business as "The Museum School of Avondale Estates" (the School) and for the 2010-2011 academic year, the School served students in kindergarten through third grade.

** The Georgia Charter Schools Commission was a state-level, independent charter school authorizing entity, which has the power to approve or deny petitions for commission charter schools and renew, non-renew, or terminate commission charter school petitions in accordance with Georgia law.*

Basis of Accounting and Presentation

The School prepares its financial statements in accordance with accounting principles generally accepted in the United States of America. This basis of accounting involves the application of accrual accounting; consequently, revenues and gains are recognized when earned, and expenses and losses are recognized when incurred.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

1. Nature of Organization and Significant Accounting Policies - Continued

Basis of Accounting and Presentation - Continued

To ensure observation of limitations and restrictions placed on the use of resources available to the School, resources are classified for accounting and financial reporting purposes into three categories established according to their nature and purposes. The assets, liabilities and net assets of the School are reported in three categories as follows:

- Unrestricted net assets are resources that are neither permanently nor temporarily restricted by donor-imposed stipulations. The only limits on unrestricted net assets are those resulting of the nature of the School and its purposes.
- Temporarily restricted net assets are resources whose use by the School is limited by donor-imposed restrictions that either expire by the passage of time or can be fulfilled by actions of the School.
- Permanently restricted net assets are those whose use by the School is limited by donor-imposed stipulations requiring that the corpus be maintained in perpetuity. The School does not currently have any permanently restricted net assets.

Revenue Recognition

Special events revenue is recognized in the period in which the event is held.

Contributions (including unconditional promises to give i.e. pledges or private grants) are recognized as revenue in the year they are received or pledged, with allowances provided for pledges estimated to be uncollectible. Unconditional pledges or private grants that are expected to be collected within one year are recorded at net realizable value. Unconditional pledges or private grants that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. Amortization of the discounts (if any) is included in contributions in the accompanying statements of activities and changes in net assets. Conditional pledges or private grants are not included as support until the conditions are substantially met.

The School recognizes contributions as restricted support if they are received with donor imposed restrictions that limit the use of the donated assets. When a donor-imposed restriction is met or the passage of time expires, temporarily restricted net assets are reclassified to unrestricted net assets and presented in the accompanying statements of activities and changes in net assets as net assets released from restrictions.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

1. Nature of Organization and Significant Accounting Policies - Continued

Revenue Recognition - Continued

Marketable securities acquired by gift are recorded at fair market value on the date of the receipt. Donated services received that either create or enhance non-financial assets or require specialized skills, which would need to be purchased if not donated are recorded as contributions with a corresponding expense. During the years ended June 30, 2011 and 2010, the School received donated legal services with a value of \$0 and \$34,164, respectively. This amount is reflected in the School's financial statements at June 30, 2011 and 2010.

Functional Allocation of Expenses

The costs of providing the various programs and other activities are summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the various programs and supporting services benefited.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code, as amended, and accordingly pays no income taxes. In accordance with FASB ASC the School believes that it has appropriate support for any tax positions taken, and as such does not have any uncertain tax positions that are material to the financial statements

Concentration of Credit Risk

The School maintains a majority of its cash balances at one financial institution. The account balance (as reflected in the institution's records) is insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At June 30, 2011, the School had uninsured deposit balances of \$20,505. There were no uninsured balances outstanding at June 30, 2010.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

1. Nature of Organization and Significant Accounting Policies - Continued

Property and Equipment

It is the policy of the School to capitalize expenditures for property and equipment in excess of \$5,000. Depreciation of leasehold improvements, furniture and equipment is provided over the estimated useful lives on the respective assets or the duration of the lease on a straight-line basis as follows:

Leasehold improvements	3 – 4 years
Furniture and fixtures	5 – 7 years
Equipment and software	3 - 4 years

Fair Value of Financial Instruments

The financial instruments shown as assets and liabilities in the statements of financial position are traditional in nature. In accordance with the Fair Value Measurements and Disclosures Topic of FASB ASC, the carrying value of cash and cash equivalents and all other financial instruments, including prepaid expenses, deposits and construction payables are carried at amounts which approximate fair value due to the short-term nature of these instruments.

Subsequent Events

Management has reviewed, through September 6, 2011, (the date which these financial statements were available to be issued), events occurring subsequent to June 30, 2011, in order to evaluate their impact on these financial statements. In accordance with GAAP, there are two types of subsequent events:

Recognized subsequent events – These are events or transactions that provide evidence about conditions that existed at the date of the statements of financial position, including estimates inherent in the process of preparing financial statements. All such evidence known to management through the date that these financial statements were available to be issued has been factored into the preparation of these financial statements.

Non-recognized subsequent events – These are events or transactions that did not exist at the date of the balance sheet but arose subsequent to that date, and thus are not recognized in the balance presented in these financial statements. These events may be disclosed, however, in order to inform the users of the financial statements. See note 9.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

2. Cash and Cash Equivalents

The School considers all cash and highly liquid investments with maturities of three months or less to be cash equivalents. Cash and cash equivalents consist of the following at June 30:

	<u>2011</u>	<u>2010</u>
Cash	\$ 231,632	\$ 46,730
Petty Cash	200	150
Cash restricted for donor imposed purpose restrictions	<u>6,186</u>	<u>-</u>
Cash available for operations	238,018	46,880
Cash restricted for Rent and Insurance Set Aside Agreement	<u>16,000</u>	<u>-</u>
Total Cash and cash equivalents	<u>\$ 254,018</u>	<u>\$ 46,880</u>

3. Rent and Insurance Set Aside Agreement

On July 1, 2010, the School entered into a Rent and Insurance set aside agreement with the two members of the Board of Directors that personally guaranteed the modular building lease. The agreement calls for a separate bank account to be established where \$16,000 in funding will be set aside by the School in the event there is an outstanding rent or insurance obligation that cannot be satisfied from any other funding source. This agreement will remain in effect until the expiration or sooner termination of the modular building lease.

4. Unbilled Grant Receivable

On May 11, 2010, the State Board of Education awarded the School \$400,000 in Federal Grant Funds for the initial implementation of the educational program. As this is a reimbursement grant, funds are received as project goals are met.

For the year ending June 30, 2011, the School reflected earnings from the implementation grant of \$272,360 of which \$28,471 are earned but unbilled.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

5. Property and Equipment, Net

In 2010, the School began a construction project to erect a modular building to be used as the school building. Phase I of this project was estimated to cost approximately \$400,000 and was completed in August 2010. This building is located on land leased from a Church which is discussed further in Note 7. During June 2011, the School began Phase II of the project which would add two additional classroom's to the existing structure. The total estimated cost of this project is approximately \$200,000.

	<u>2011</u>	<u>2010</u>
Building	\$ 368,665	\$ -
Land Improvments	14,647	-
Equipment, furniture and fixtures	<u>100,216</u>	<u>-</u>
	483,528	-
Less accumulated depreciation	<u>(126,885)</u>	<u>-</u>
	356,643	-
Construction in progress	<u>135,192</u>	<u>170,292</u>
Property and equipment, net	<u>\$ 491,835</u>	<u>\$ 170,292</u>

At June 30, 2011 and 2010, construction in progress totaled \$135,192 and \$170,292, respectively. Depreciation expense for the year ending June 30, 2011 was \$126,885. There was no depreciation expense for the year ending June 30, 2010.

6. Line of Credit

The School established a line of credit agreement on June 28, 2010 that provides for maximum borrowings of \$300,000. Borrowings under the line of credit bear interest at the bank's prime rate plus one percent with a floor of 5%. This line of credit expired June 28, 2011 and subsequently renewed in August 2011. The line of credit is secured by \$325,000 in personal guarantees and expires on August 11, 2012. Interest expense related to this line of credit was \$9,630 for the year ended June 30, 2011 and there were no borrowings outstanding under the line of credit at June 30, 2010.

7. Operating Leases

As described in Note 5, the School negotiated a land lease with a local church to allow the School to construct its' modular building on the Church's campus. The lease arrangement with the Church gives the School some access to the Church's facilities which is needed for the academic program.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

7. Operating Leases - Continued

On April 30, 2010, the School signed an agreement to lease a modular building which will be used as a School building but the lease did not become effective until August 16, 2010. The 36 month lease called for monthly lease payments of \$7,000 per month.

Future minimum lease payments required under all operating leases are as follows:

<u>For the year ending June 30,</u>	
2012	\$ 108,000
2013	114,000
2014	<u>14,000</u>
Total future minimum lease payments	\$ <u>236,000</u>

Rental expense for all operating leases was \$97,660 and \$1,100 for the years ending June 30, 2011 and 2010.

8. Related Party Transactions

The bank issuing the line of credit to the School required that the line be secured with personal guarantees in the amount of \$350,000. Six members of the School's Board of Directors plus one committee member provided personal guarantees in various amounts that satisfy the bank's lending criteria.

Additionally, the company leasing the modular building required the School to have the leasing company indemnified up to \$119,167 in unpaid rent through personal guarantees. Two members of the Board of Directors' provided the personal guaranty needed under the terms of the modular building lease described in Note 7.

9. Retirement Plan

The School participates in the Teachers Retirement System of Georgia (TRS), a public retirement system that provides retirement benefits to Georgia's public school teachers. During the year ended June 30, 2011, the School contributed 10.28% of the eligible and participating employees' salaries or \$49,676 as a contribution to the plan. The School did not participate in the TRS plan for the year ended June 30, 2010.

AVONDALE EDUCATION ASSOCIATION, INC.
d/b/a THE MUSEUM SCHOOL OF AVONDALE ESTATES
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

10. Subsequent Events

The School has submitted a request for a five year charter through the DeKalb County Board of Education for the school year beginning in August 2012. Management expects to receive a favorable decision in October 2011.

On July 1, 2011, the School signed an agreement to lease two additional modular units as additions to the current modular building. The 24 month lease called for monthly lease payments of \$3,777 per month. Future minimum lease payments on this addition are as follows:

<u>For the year ending June 30,</u>	
2012	\$ 45,324
2013	<u>45,324</u>
Total future minimum lease payments	<u>\$ 90,648</u>

Memorandum of Understanding

1. The Museum School of Avondale Estates
2. ArtsNow
3. Atlanta History Center
4. Fernbank Museum of Natural History
5. Georgia Aquarium
6. Georgia Tech Research Corporation
7. Zoo Atlanta

Exhibit 1: Preliminary Scope of Work

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Avondale Education Association (DBA The Museum School of Avondale Estates) (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

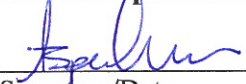
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

 7.9.12

Signature/Date

Aspen Kron, Board Chair, Avondale Education Association
Print Name/Title

Partnership Member

Partnership Member – required:

Signature/Date

Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and ARTS NOW (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74.75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

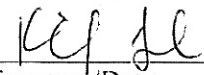
VI. SIGNATURES

Partnership Executive Official – required:

 7/6/12
Signature/Date
Darby Jones, CEO & President
Print Name/Title

Partnership Member

Partnership Member – required:

 7/6/12
Signature/Date
KIMBERLY LORCH, Marketing & Development director
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Atlanta History Center (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

Signature/Date

Print Name/Title

Partnership Member

Partnership Member – required:

Kate Whitman 7.9.12
Signature/Date

Kate Whitman, VP of Public Programs
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Fernbank Museum of Natural History (Partner). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES


Partnership Executive Official – required:

Signature/Date

Print Name/Title

Partnership Member

Partnership Member – required:

_____, July 9, 2012_____
Signature/Date

Christine Bean, Vice President of Education, Fernbank Museum of Natural History_____
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Georgia Aquarium (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

~~Partnership Executive Official~~ - required:

Signature/Date

Print Name/Title

Partnership Member

Partnership Member – required:

Signature/Date

Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and The Museum School of Avondale Estates and the Georgia Tech Research Corporation (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

Signature/Date

Print Name/Title

Partnership Member

Partnership Member – required:

Signature/Date

CHRISTOPHER E. DOYLE
Asst to General Manager

JILDA DIEHL GARTON
Vice President for Research

Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Student Achievement (GOSA) and Zoo Atlanta (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice sharing events that are organized or sponsored by GOSA, the Georgia Department of Education, and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary product and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency, conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) GOSA and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from GOSA and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timeline for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If GOSA determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, GOSA will take appropriate enforcement action, which could include a collaborative process between GOSA and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

Signature/Date

Print Name/Title

Partnership Member

Partnership Member – required:

Stacy L. Graison 7/3/2012
Signature/Date

Stacy L. Graison / VP of Education
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

Exhibit 1: Preliminary Scope of Work (3 pages)

RACE TO THE TOP INNOVATION FUND				
SCOPE OF WORK				
NAME OF PARTNERSHIP: THE MUSEUM SCHOOL'S "MUSEUM IN A BOX" COLLABORATIVE PROJECT				
GOAL 1: ADVANCE STUDENTS' APPLIED LEARNING AND ACADEMIC ACHIEVEMENT BY INCREASING ACCESS TO HANDS-ON MUSEUM-LIKE ARTIFACTS AND RESOURCES				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
A. Plan for the boxes' standards-based themes	<ol style="list-style-type: none"> 1. Research K-5 standards across disciplines 2. Select 3 standards per grade level and "unpack" the standards by noting specific information to be covered through box contents 	September 17, 2012 - November 16, 2012	Partners, Museum School teachers ¹	Innovation Fund Grant
B. Plan for the box's contents of hands-on museum-like artifacts and resources	<ol style="list-style-type: none"> 1. List applicable resources for each standard 2. Create an inventory list of the boxes' primary resources, artifacts, and technology components 3. Order primary resources, artifacts, and containers 4. Inventory box contents upon arrival 5. Prepare Technology components 	October 1, 2012 – December 14, 2012	Partners, Museum School teachers, Museum Liaison, Consultant	Innovation Fund Grant
C. Advance students' applied learning and academic achievement by building content-rich boxes	<ol style="list-style-type: none"> 1. Build boxes with primary resources and artifacts as described on inventory lists 2. Have content advisors review box contents, ensuring accurate resources 	January 7, 2013 – February 1, 2013	Museum Liaison, Consultant, Partners, Museum School teachers, content advisors	Innovation Fund Grant
D. Increase student access to applied learning opportunities by circulating boxes through TMS	<ol style="list-style-type: none"> 1. Use learning trunk prototypes for The Museum School instruction. 2. Circulate boxes through classrooms, seeking feedback from teachers and students through surveys 3. Analyze teacher and student surveys 4. Adjust and adapt box content based on student and teacher feedback and assessments 	February 1, 2013 – May, 15, 2013	Museum School teachers, content advisors	Innovation Fund Grant
E. Increase access to hands-on materials and applied learning by disseminating to schools	<ol style="list-style-type: none"> 1. Following TMS pilot circulation, lend boxes to local schools (Avondale, International Community School, Knollwood, and Midway Elementary Schools) 	March 4, 2013 – May 15, 2013	Museum Liaison	Innovation Fund Grant

¹ TMS teachers will work outside of regular school hours dedicated to instruction and related activities. Project work, supported by stipends, will occur outside of school hours, on weekends and during school holidays/breaks.

GOAL 2: IMPROVE STUDENT OUTCOMES BY SHARING THE INNOVATIVE, PROVEN MUSEUM SCHOOL MODEL WITH OTHER PUBLIC SCHOOLS.

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
A. Replicate the innovative practice of the museum school model by creating standards-based instructional guides	<ol style="list-style-type: none"> 1. Create instructional guide packets based on museum school proven instructional strategies, including assessments, lesson plans, and activities 2. Include instructional guide packets in boxes for teachers to implement 3. Have content advisors review the instructional packets to ensure accurate content and alignment with standards 	October 1, 2012 – February 1, 2013	Museum School teachers, content advisors	Innovation Fund Grant
B. Improve student outcomes by circulating boxes and packets through TMS	<ol style="list-style-type: none"> 1. Circulate boxes, including packets, through classrooms, seeking feedback from teachers and students through surveys 2. Analyze teacher and student surveys 3. Adjust and adapt box content based on student and teacher feedback and assessments 	February 1, 2013 – May, 15, 2013	Museum School teachers, content advisors	Innovation Fund Grant
C. Share strategies of the museum school model by disseminating boxes and packets to local elementary schools	<ol style="list-style-type: none"> 1. Following TMS pilot, lend boxes to local schools (Avondale, International Community School, Knollwood, and Midway Elementary Schools) 	March 4, 2013 – May 15, 2013	Museum Liaison	Innovation Fund Grant

GOAL 3: INCREASE THE NUMBER OF TEACHERS WITH ACCESS TO AN INNOVATIVE PROGRAM RELATED TO STEM EDUCATION THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING.

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
A. Offer standards-based boxes including detailed instructional packets, based on museum model best practices to local elementary schools	<ol style="list-style-type: none"> 1. Create brochure with information about Museum Box concept, a list of available boxes, and a list of sample resources and plans 2. Market boxes to local elementary school teachers and staff by distributing brochures, scheduling speaking engagements, and advertising upcoming orientations 	February 1, 2013 – May, 15, 2013	Museum Liaison, Museum School teachers, graphic designer	Innovation Fund Grant
B. Offer a "Museum in a Box" orientation to interested teachers, introducing and explaining the uses of the contents and instructional packet	<ol style="list-style-type: none"> 1. Create an orientation agenda to be presented by Museum School teachers and partners highlighting the purpose of the boxes and implementation of its contents 2. Invite teachers from local elementary schools to participate in the training 3. Teach Orientation Workshop to local elementary teachers 	February 15, 2013 – May 15, 2013	Museum School teachers, Partners, Museum Liaison	Innovation Fund Grant

C. Provide teachers with standards-based learning boxes, including detailed instructional packets based on museum model best practices	<ol style="list-style-type: none"> 1. Lend boxes that are based on the innovative museum school model and incorporate STEM subject areas to local schools 2. Require teachers to complete a survey and self-reflection, documenting the implementation of the museum school practices within STEM subject areas 	March 4, 2013 – May 15, 2013	Museum School teachers, Museum Liaison	Innovation Fund Grant
D. Offer workshops to teachers district-wide and statewide on how to incorporate the museum school model	<ol style="list-style-type: none"> 1. Create an agenda to be presented by Museum School teachers, focusing on best practices within the museum school model 2. Prepare for workshops by collecting applicable resources and documents 3. Invite teachers from local and statewide elementary schools to participate in the training 4. Teach Museum School Workshop to elementary teachers 	June - July 2014	Museum School teachers, Museum Liaison	Innovation Fund Grant

Assurances and Certifications (A3-A7)

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

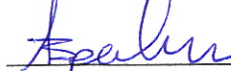
Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties

listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply with all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:

 BOARD CHAIR 7.9.12
Signature and Title Date

NON-SUPPLANTING CERTIFICATION

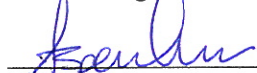
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Student Achievement, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:



Signature

BOARD CHAIR

Title

7-9-12

Date

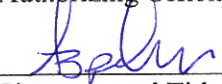
IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.vis-dhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

 BOARD CHAIR 7.9.12
Signature and Title Date

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- 2) If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
- 3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Authorizing Official:

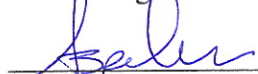
 BOARD CHAIR 7-9-12
 Signature and Title Date

OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:



Signature

BOARD CHAIR

Title

7.9.12

Date

Letters of Support

Rosemary E. Malone
Principal



Dr. Cheryl L. H. Atkinson
Superintendent

Avondale Elementary an IB PYP School

10 Lakeshore Drive
Avondale Estates, Georgia 30002
678-676-5202

July 3, 2012

Dear Ms. Kelbaugh,

Avondale Elementary supports the Museum-in-a-Box program and looks forward to participating. Our teachers will be able to incorporate the program's artifacts and other tangible items into their classroom lessons, giving students real-world experience with the subject matter and exposure to resources that have been limited by decreasing field trip budgets. Personal exploration and discovery makes learning meaningful, and children thrive when given opportunities to see, hear and feel a lesson for themselves.

Good luck with your grant and we look forward to giving our teachers and students an opportunity to explore, experience, and learn from the Museum –in-a-Box.

Sincerely,

Rosemary E. Malone

Principal



Center for Education Integrating Science,
Mathematics and Computing
Atlanta, Georgia 30308-1132
PHONE 404-894-0777
FAX 404-894-9675
<http://www.ceismc.gatech.edu>



July 10, 2012

Katherine Kelbaugh
Principal
The Museum School of Avondale Estates
3191 Covington Hwy
Avondale Estates, GA 30002

Dear Ms. Kelbaugh:

On behalf of the Georgia Tech community, we would like to express our support of the Museum Charter School of Avondale Estates (TMS) Innovation Fund proposal, Traveling Learning Trunks. Georgia Tech, through various K12 partnerships, is committed to providing quality science, technology, mathematics, and engineering enrichment experiences for students and teachers in Georgia. Georgia Tech doctoral students will partner with TMS to create trunks aligned with Common Core Georgia Performance Standards (CCGPS) in mathematics and GPS in science, specifically physical science and earth science. Georgia Tech looks forward to providing quality learning experiences for students and teachers as part of this project.

Please do not hesitate to contact us if any additional information is required.

Sincerely,

Richard Millman, Ph.D.
Director
The Georgia Tech Center for Education Integrating, Science, Mathematics and Computing

Donna Whiting, Ph.D.
Associate Director, Teacher Education and Partnerships
Race to the Top Project Director
The Georgia Tech Center for Education Integrating, Science, Mathematics and Computing

BOARD OF MAYOR
AND COMMISSIONERS

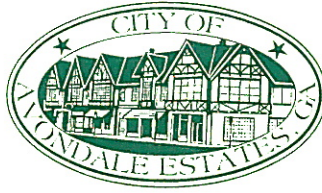
ED RIEKER
MAYOR

TERRY GLAGIER
MAYOR PRO TEM

LINDSAY FOURLINES
COMMISSIONER

GENE LEE
COMMISSIONER

JOHN QUINN
COMMISSIONER



R. CLAY BROWN
CITY MANAGER
JULIETTE SMIS-OWENS
CITY CLERK
ROBERT E. WILSON
CITY ATTORNEY
STEPHEN W. NICHOLAS
CITY JUDGE

July 6, 2012

Governor's Office of Student Achievement
205 Jesse Hill, Jr. Drive SE
952 Twin Towers East
Atlanta, GA 30334

As Mayor of Avondale Estates, I fully support The Museum School's proposed "Museum in a Box" project. I have seen the positive impact The Museum School's curriculum model has had on the children in our community and neighboring communities, and I would love for other DeKalb County children to benefit from this innovative teaching method. I am also excited for the opportunity for our school to share the hard work of our talented teachers. In collaboration with our community partners, these teachers work very hard to create lessons that engage and inspire every student. I strongly believe this commitment has contributed to our school's outstanding high test scores. More importantly, I know this approach is instilling in our children a lifetime love of learning.

Thank you again for your time and consideration. Please feel free to contact me if I may be of service.

Sincerely

Ed Rieker
Mayor, City of Avondale Estates

July 7, 2012

To Whom It May Concern:

As a DeKalb County teacher at Idlewood Elementary School, I support the proposed "Museum in a Box" project. I know the impact The Museum School's curriculum model has had on children in the community, and I would love for other DeKalb County children, including my students, to benefit from this innovative teaching method.

I would appreciate the opportunity to incorporate the boxes within my classroom, including the instructional packets and the resources and artifacts. I also am interested in participating in future workshops and sessions related to museum model learning.

Thank you for your consideration.

Sincerely,

X Jennifer Duckworth

Jennifer Duckworth
Teacher
Idlewood Elementary School
A DeKalb County School

July 7, 2012

To Whom It May Concern:

As a DeKalb County teacher at Idlewood Elementary School, I support the proposed "Museum in a Box" project. I know the impact The Museum School's curriculum model has had on children in the community, and I would love for other DeKalb County children, including my students, to benefit from this innovative teaching method.

I would appreciate the opportunity to incorporate the boxes within my classroom, including the instructional packets and the resources and artifacts. I also am interested in participating in future workshops and sessions related to museum model learning.

Thank you for your consideration.

Sincerely,

Airen Levins

Airen Levins Ed.S
Teacher
Idlewood Elementary School
A DeKalb County School

July 5, 2012

To Whom It May Concern:

The Museum School PTO (TMS PTO) strongly supports the proposed "Museum in a Box" project. Members of the PTO have seen the impact The Museum School's curriculum model has had on our children, and we would love for other DeKalb County children to benefit from this innovative teaching method. We are also excited for the opportunity for our school to share the hard work of our talented teachers. In collaboration with our community partners, these teachers work so hard to create lessons that engage and inspire every student. We believe this commitment has contributed to our school's high test scores. More importantly, we know this approach is instilling in our children a love of learning.

In addition, the Museum School PTO is prepared to support the project beyond the grant funding by aiding in the replacement of missing or damaged box items as needed. We look forward to working with the Museum School staff to help maintain the boxes.

Thank you for your consideration.

Sincerely,

TMS PTO

Amy Geddes, President
Neal Hightower, Vice President
Brigette Tucker, Secretary
Shirley Harris, Treasurer
Karen Hirsch, Parliamentarian
Sharonda Frazier, Volunteer Coordinator

June 28, 2012

Dear Race to the Top Decision Makers,

I am a Museum School parent of a third grader and kindergartener and am writing to support the proposed "learning trunks project."

The Museum School's curriculum and teaching methods have made a real difference in my child's education and excitement for learning, and it would be wonderful to share it with other Dekalb County children through the project.

I would also love for our school to have the opportunity to share the lessons created by our wonderful teachers and community partners which inspire our children to learn and to enjoy learning. This love of learning is reflected in our schools' high test scores.

Thank you for your consideration.

Sincerely,



Karen Hirsch
Parent of Emma Tuck, third grader and
Ryan Tuck, kindergartener

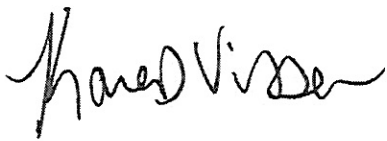
July 3, 2012

To Whom It May Concern:

I write in support of the proposed Traveling Learning Trunks project. The Traveling Learning Trunks project will allow The Museum School to partner with the community to provide surrounding DeKalb County schools with the same innovative curriculum model from which my child has benefitted for two years. The Museum School has so many talented teachers who, in collaboration with these community partners, can bring the subject matter to life in a fun and inspiring way that really has translated into higher test scores and greater student achievement. More importantly, I know this approach will instill in all children a love of learning, as it has for our children.

Thank you for your consideration.

Sincerely,



Karen Dayton Visser
Parent of 4th grade TMS student

June 26, 2012

To Whom It May Concern:

As a Museum School parent, I highly support the proposed learning trunks project. The impact The Museum School's curriculum model has had on our daughter is incredible, and I would love for other DeKalb County children to benefit from this innovative teaching method.

I am also excited for the opportunity for our school to share the hard work of our talented teachers. In collaboration with our community partners, these teachers work so hard to create lessons that engage and inspire every student. My daughter loved her teachers and her first year at the school. She can't wait for first grade.

I believe this commitment has contributed to our school's high test scores. More importantly, I know this approach is instilling in our children a love of learning.

Thank you for your consideration.

Sincerely,

Renee and Gustavo Valdes

Parents of rising 1st grade TMS student

June 26, 2012

To Whom It May Concern:

As a Museum School parent, I support the proposed learning trunks project. I have seen the impact The Museum School's curriculum model has had on my child, and I would love for other DeKalb County children to benefit from this innovative teaching method. I am also excited for the opportunity for our school to share the hard work of our talented teachers. In collaboration with our community partners, these teachers work so hard to create lessons that engage and inspire every student. I believe this commitment has contributed to our school's high test scores. More importantly, I know this approach is instilling in our children a love of learning.

Thank you for your consideration.

Sincerely,

Angela Fisher

Angela Fisher, Parent of 3rd and 1st grade TMS students

July 5, 2012

To Whom It May Concern:

As a proud Museum School parent, I support the proposed learning trunks project. I have seen the impact The Museum School's curriculum model has had on my child, and I would love for other DeKalb County children to benefit from this innovative teaching method. I am also excited for the opportunity for our school to share the hard work of our talented teachers. In collaboration with our community partners, these teachers work hard to create lessons that engage and inspire every student. I believe this commitment has contributed to our school's high test scores. More importantly, I know this approach is instilling in our children a love of learning.

Coming out of a Montessori program, our eldest son was very insecure about himself academically. At the end of his time at that school, he often walked around saying, "I am the dumbest kid in the world". The structure and teaching methods of TMS enabled him to see what everyone else saw, a bright and inquisitive child. His MAP test scores in math grew faster than his cohorts. By the end of his second year at TMS he was able to hold his head high and realize he was indeed smart. He loved the challenges and teaching methods his educators brought to the classroom. Because of this, he was confident and secure going into his CRCT exams. He actually looked forward to taking them. This confidence showed in his test scores which exceeded expectations in 4 out of 5 subject areas.

I strongly believe all of this is as a result of the teaching methods of TMS. He is now excited about what the next year brings to him. I believe these methods would be of benefit to any student. We actually envy them and wish we could go back to those years to enjoy the creative hand-on methods of teaching our children are exposed to.

Thank you for your consideration.

Sincerely,

Shirley Harris and Annemarie Eades

Parents of Djibril Harris-Eades 4th grade and Jelani Harris-Eades 2nd grade TMS students

June 26, 2012

To Whom It May Concern:

As a Museum School parent, I support the proposed learning trunks project. I have seen the impact The Museum School's curriculum model has had on my child, and I would love for other DeKalb County children to benefit from this innovative teaching method. I am also excited for the opportunity for our school to share the hard work of our talented teachers. In collaboration with our community partners, these teachers work so hard to create lessons that engage and inspire every student. I believe this commitment has contributed to our school's high test scores. More importantly, I know this approach is instilling in our children a love of learning.

Thank you for your consideration.

Sincerely,



Name
Parent of 3 grade TMS student

2010-2011 Third and Fourth Grade CRCT Data
(Local Schools/DeKalb)

2010-2011 Third and Fourth Grade CRCT Data (Local Schools/DeKalb)

CRCT 2010-2011 4th Grade	Reading	English /Language Arts	Math	Science	Social Studies	
Avondale Elementary	17.9	19.6	26.3	33.3	33.9	Percentage of students scoring at Level 1: Does not meet standard
International Community School	14.3	17.9	28.6	26.8	16.1	
Knollwood Elementary School	27.9	23.3	39.5	38.6	54.5	
Midway Elementary School	47.2	41.6	66.3	59.3	67	
Museum School *	n/a	n/a	n/a	n/a	n/a	
DeKalb County	16.93	16.77	30.99	31.64	34.92	
Avondale Elementary	46.4	53.6	45.6	43.9	55.4	Percentage of students scoring at Level 2: Meets standard
International Community School	41.1	51.8	42.9	44.6	62.5	
Knollwood Elementary School	51.2	53.5	37.2	40.9	38.6	
Midway Elementary School	41.6	48.3	29.2	31.9	33	
Museum School	n/a	n/a	n/a	n/a	n/a	
DeKalb County	47.61	55.21	44.01	36.57	49.30	
Avondale Elementary	35.7	26.8	28.1	22.8	10.7	Percentage of students scoring at Level 3: Exceeds standard
International Community School	44.6	30.4	28.6	28.6	21.4	
Knollwood Elementary School	20.9	76.7	23.3	20.5	6.8	
Midway Elementary School	11.2	10.1	4.5	8.8	0	
Museum School	n/a	n/a	n/a	n/a	n/a	
DeKalb County	35.46	28.02	24.99	31.79	15.78	
Avondale Elementary	82.1	80.4	73.7	66.7	66.1	Total Percentage of students meeting or exceeding
International Community School	85.7	82.1	71.4	73.2	83.9	
Knollwood Elementary School	72.1	76.7	60.5	61.4	45.5	
Midway Elementary School	52.8	58.4	33.7	40.7	33	
Museum School	n/a	n/a	n/a	n/a	n/a	
DeKalb County	83.07	83.23	69.01	68.36	65.08	

* TMS only served students in grades K-3 during the 2010-2011 school year.

2010-2011 Third and Fourth Grade CRCT Data (Local Schools/DeKalb)

CRCT 2010-2011 3rd Grade	Reading	English /Language Arts	Math	Science	Social Studies	
Avondale Elementary	14.71	8.82	28.99	24.64	26.47	Percentage of students scoring at Level 1: Does not meet standard
International Community School	17.86	19.64	30.36	33.93	17.86	
Knollwood Elementary School	39.02	34.15	53.66	50.00	47.62	
Midway Elementary School	23.21	33.93	33.93	39.29	37.50	
Museum School	0	0	10	0	5	
DeKalb County	16.13	18.29	29.80	34.87	28.30	
Avondale Elementary	57.35	61.76	53.62	59.42	69.12	Percentage of students scoring at Level 2: Meets standard
International Community School	55.36	66.07	41.07	46.43	58.93	
Knollwood Elementary School	41.46	51.22	31.71	40.48	45.24	
Midway Elementary School	57.14	42.86	33.93	48.21	48.21	
Museum School	25	30	15	20	20	
DeKalb County	45.27	51.78	38.14	37.25	48.95	
Avondale Elementary	27.94	29.41	17.39	15.94	4.41	Percentage of students scoring at Level 3: Exceeds standard
International Community School	26.79	14.29	28.57	19.64	23.21	
Knollwood Elementary School	19.51	14.63	14.63	9.52	7.14	
Midway Elementary School	19.64	23.21	32.14	12.50	14.29	
Museum School	75	70	75	80	75	
DeKalb County	38.61	29.93	32.06	27.88	22.75	
Avondale Elementary	85.29	91.18	71.01	75.36	73.53	Total Percentage of students meeting or exceeding
International Community School	82.14	80.36	69.64	66.07	82.14	
Knollwood Elementary School	60.98	65.85	46.34	50.00	52.38	
Midway Elementary School	76.79	66.07	66.07	60.71	62.50	
Museum School	100	100	90	100	95	
DeKalb County	83.87	81.71	70.20	65.13	71.70	

Museum Box Example

Museum Box Example

The Museum School and the Atlanta History Center will build this Museum Box for fourth grade students based on the following GPS standards:

- **SS4H1a The student will describe how early Native American cultures developed in North America and locate where Native Americans settled in the southeast.**
- **SS4H1b The student will describe how Native Americans used their environment to obtain food, clothing, and shelter.**

This box, “Native American Life,” will focus on Paleo, Archaic and Woodland Indians, Cherokee and Creek towns, and laws, land, and removal. It would include:

- Primary Resources:
 - Maps including Cherokee Cessions in Georgia;
 - Photos of dwellings, clothing, etc.;
 - Magazine and current event articles, including reproductions of Cherokee Phoenix newspapers;
 - Related literature: *The Cherokee*, *Sequoyah*, *Native American History for Kids*, *The Great Ball Game*, *Grandmother Spider Brings the Sun*, *Itse Selu*, *Frontiers in the Soil*, *Creek History and Culture*, *How the Chipmunk Got His Stripes*, *If You Lived with the Cherokee*, *First Woman and the Strawberry*
- Reproduction artifacts including: Baskets, pottery, deerskin, and antlers; Drum, gourd rattle, and bandolier bag
- Video/Audio (to be stored on a flash drive or CD): DVD- New Echota and Creation’s Journey; CD of Native American Music
- Instructional Guide:
 - Pre-assessment to assess students’ current understanding of and ability to apply key concepts of standard(s)
 - Lesson Plan:
 - Learning Target(s) detailing the lessons’ objective, including a statement of what students should master by the end of the lesson;
 - Concepts/Skills to be covered including details on group settings, introduction of lesson and content of lesson/activity;
 - Graphic Organizers (as applicable) providing students with an opportunity to synthesize content;

- Differentiated plans for students of varied ability levels through small groups and independent activities;
- Cross-curricular connections offering teachers clear ways to integrate other subjects into the lesson;
- Preview of next applicable standard in order to prepare students for upcoming standard and expectations;
- Authentic Assessments to assess students' mastery through an assessment relevant to the lesson and standards
 - Post-assessment to assess student's mastery of the material
- Project ideas (including samples): Create a timeline of significant events in the era of Native American inhabitation in Georgia
- Opportunities for Extension (local field trips, guest speakers):
 - Atlanta History Center: visit "Native Lands" exhibit
 - Guest Speaker: Beth Woodward
 - New Echota State Historic Site: visit site
 - Stone Mountain: visit the "Uncovering American Indian Culture" exhibit
 - Etowah Indian Mounds: explore the mounds
 - Stone Mountain Pow Wow

The Museum School Fact Sheet

The Museum School of Avondale Estates Fact Sheet

What grades are included?

For the 2012-2013 academic year, the school will serve grades K-5. It will add one grade level each year through the eighth grade.

How is the curriculum structured?

- The Museum School's curriculum is data-driven and research-based. The curriculum programs and museum model have led to documented increased student achievement. Our differentiated curriculum focuses on individual learning styles and readiness levels. Classroom activities and lessons are often project-based and hands-on.
- Daily curriculum programs include Reader's Workshop, Writer's Workshop and Guided Math.
- We offer Related Arts/Exploratory classes in music, art, physical education and foreign language.
- We offer a full range of services for students in Special Education, Gifted and ELL (English Language Learners).
- We assess students using local, state and national measures to determine student strengths and areas to be developed. This data will influence overall school goals, school improvement plans and professional development.
- The Museum School model features an Exhibit Night every 9 weeks, when the school becomes a museum and showcases student projects and activities directly related to thematic units. Partnerships with museums and other community organizations allow students to learn through direct interaction with museum exhibits and staff.
- Learning expeditions take place, on average, every other week. These interactive experiences are focused on specific exhibits and standards and lead to reflections in travel journals and Exhibit Night projects.

What are the school's hours, and does it provide before-school and after-school care?

At 7:30 a.m., students may begin arriving. Classes start at 8:00 am. Dismissal is at 3:00 p.m. We follow DeKalb County Schools' academic and testing calendar and emergency alerts in case of inclement weather.

After-school programs and clubs are available to all students for a fee. The after-school program ends at 6:00 p.m. For more information regarding fees, dates, times and specific programs, visit our website at www.themuseumschool.org.

Does the school provide on-site lunches?

We participate in the Federal Lunch Program; lunch is available to all students on the school premises. Reduced and free lunches are available to eligible students.

Are uniforms required?

School uniforms are mandatory. Uniform style is pants or skirt and collared, polo-style shirts. The colors are pale blue and navy blue. For more details on our uniform policy, visit our website at www.themuseumschool.org.

What does the school ask of parents?

Parents are required to volunteer and support the school as described in the Parental Agreement.

What is the enrollment process?

Open enrollment is held Feb. 1-15 each year. Though we have filled all of the seats for the 2011-2012 school year, we encourage new applications in the event additional openings become available. Applications are available:

- At the school at 923 Forrest Blvd., Decatur, GA 30030
- By download from www.themuseumschool.org

Applications may be dropped off at 923 Forrest Blvd., Decatur, GA 30030 or mailed to P.O. Box 117, Avondale Estates, GA 30002.

The attendance zone is the Avondale Elementary, Knollwood Elementary and Midway Elementary school districts as defined for the 2011-2012 year.

Applications must be accompanied by a copy of the child's birth certificate, child's social security card, copy of parent's photo ID and two documents proving residency within the attendance zone. Proof of residency may be established with (1) a lease, deed or mortgage **and** (2) a current utility statement, such as electric, water, gas or cable.

Once a child is admitted, the school sends notification and families have 15 days to notify the school of intention to enroll. Additional required enrollment documents are included with mailed registration packets.

What if more students apply than the school can accommodate?

If the number of applicants exceeds the capacity of a program, class, grade level or building, all students who applied during the open enrollment period will have an equal chance at admission through a random selection process.

Is there a sibling enrollment preference, and are existing students guaranteed placement each year?

Yes. Siblings of an enrolled student are given priority placement during the lottery. If a child is offered a place in the school, admission will be offered to all of his or her siblings, based on available space. Once students enroll and attend, they retain placement in the school, unless they withdraw.

Where is The Museum School located?

The school will begin its third academic year at its permanent location at 923 Forrest Boulevard, Decatur, GA 30030.

Does the school provide transportation?

It is the goal of The Museum School to ensure that transportation will not be a barrier to any interested student or family. The school will survey all registered families each spring to assess transportation needs for the following school year. The school will offer transportation as needed based on survey results.

The Museum School charts buses to and from learning expeditions.

Is the school financially and fiscally responsible?

Yes, the school's Business Manager and Principal work closely with the board-level Finance Committee to ensure the school is implementing sound financial policies. The Finance Committee is chaired by the board's CFO and reviews statements and reports monthly. The Museum School is operating within its budget.

Contact Principal Katherine Kelbaugh at katherine.kelbaugh@themuseumschool.org with questions.

Fast Facts: Demographics and Services (for the 2011-2012 year)

Total Enrollment: 199

Ethnicity: 60% majority (Caucasian), 40% minority (African-American, Asian, Hispanic, Pacific Islander)

ELL: 2% of total population

Free and Reduced: 14% of total population

Gifted: 14% of total population

Special Education: 5% of total population

1st Grade Sample Daily Schedule

8:00	School begins, morning announcements
8:05–9:45	Guided Reading Block (literature circles, learning centers, ability-based guided reading groups, word study)
9:50–10:35	Writer's Workshop (Students create writing pieces starting at the brainstorming phase through publishing of final piece)
10:40–11:10	Recess
11:15–11:45	Lunch
11:50–12:50	Math (ability-based small groups and whole-group lessons based on Everyday Mathematics program)
12:55–1:55	Social Studies/Science Unit (based on curriculum map, learning expeditions to museums and centers)
2:00–2:45	Related Arts (rotation of art, music, physical education, foreign language classes)
2:50	Review of day's objectives and skills, silent reading
3:00	Dismissal

Resume – Elizabeth (Beth) Woodward

Elizabeth Woodward

4833 Forestglade Circle
Stone Mountain, GA 30087

770-310-9189

Beth.O.Woodward@gmail.com

Summary

- I research and deliver hands-on history instruction to classrooms and community organizations
- I provide teacher education manuals, lesson plans and website text for regional history museums
- I produce fully supported portable teaching resources that bring the rich content of museum artifacts and primary sources to the classroom

Education

M.A.T candidate <i>Mercer University</i>	August 2011 – present
MA – History of Medicine, Science and Technology <i>Duke University</i>	1982
AB – Philosophy <i>Bryn Mawr College</i>	1979

Experience

Northeast Georgia History Center, Gainesville, GA Independent contractor for education outreach travel trunk design, sourcing and all text pieces	July 2011 -- present
Atlanta History Center Manager of Museum Outreach <ul style="list-style-type: none">Developed and managed effective community and school outreach programs, growing program contacts from 8,000 to 35,000/year.Provided direct instruction to K-12 students in classrooms across Atlanta metropolitan area, modeling use of museum resources in innovative learning.Wrote successful grant to fund intensive program in at-risk schools; held responsibility for budget, reporting and grantor liaison.Coordinated personnel and materials for large-scale 'History Day' events at local schools and senior center.	August 2000 - June 2011
Historic House Program Coordinator <ul style="list-style-type: none">Led tours, supported living history interpretation and supervised volunteers.	June 1996-July 2000

Publications

- “Wilkinson County” and
- “Twiggs County” for the New Georgia Encyclopedia:
<http://www.georgiaencyclopedia.org/nge/Home.jsp>
- “Accuracy and Authenticity: Developing a Clothing Program for the New Century” in “Looking Back, Looking Forward: The Future of Living History – Proceedings of the ALHFAM Annual Conference 2001”